

# MASTER'S THESIS

To what extent may film *The Hate U Give* be used to raise awareness of racial issues?

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## Abstract

The aim of this thesis was to investigate to what extent film may be used to teach intercultural concepts to develop intercultural competence. A film project based on *The Hate U Give* (Tillman, 2018) was developed, focusing on the concepts of stereotypes, prejudice, racism and white privilege. Theories on intercultural learning and the Multidimensional Model of Intercultural Competence developed by Byram (1997) were used to discuss and evaluate to what extent the students developed intercultural competence. The participants in this qualitative case study were students between the ages of 16 and 17 at upper secondary school, VG1 general studies. The data material analysed and discussed consists of reflective texts that allowed the students to provide feedback and reflect on how the different concepts were visible in the film.

Due to globalization, people of different cultures interact more frequently. Consequently, the world is dependent on people having an open mindset and well-developed knowledge and understanding of other cultures. One observes a rising tension in the world concerning racial issues, and to fight racism, people need knowledge, understanding and appreciation of other cultures.

The findings prove the educational value of *The Hate U Give*. The film demonstrates the specific concepts in such a way that the students were able to identify and explain the concepts. The film illustrates many racial issues that allowed the students to reflect on how they are played out in real life. The students developed awareness of the consequences of stereotypes and prejudice, and they seem to have become more conscious of their own and others' prejudiced thoughts and behaviour. Many expressed that the film project made them realize the importance of contributing to making the world more just. This suggests that many of the students have become more interculturally sensitive. The study shows that the students' *attitudes, knowledge, skills and critical cultural awareness* did develop.

## Table of contents

<b>1. Introduction</b>	
1.1 Background .....	1
1.2 The Norwegian Curriculum .....	2
1.3 Aim and research question .....	3
1.4 Overview of study .....	4
<b>2 Theoretical framework</b>	
2.1 Culture .....	5
2.2 Intercultural competence .....	6
2.3 Ethnocentrism and ethnorelativism .....	7
2.4 Stereotypes and prejudice .....	8
2.5 Racism .....	10
2.5.1 White superiority and racism as a structural power .....	11
2.5.2 Checking one's privilege.....	13
2.5.3 Police brutality in the US .....	13
2.6 Film as text .....	15
2.7 Teaching cultural issues through film .....	16
2.8 What to consider when working with film .....	17
<b>3 Method and procedure</b>	
3.1 Participants and formalities .....	19
3.2 Procedure and material .....	19
3.3 Research method .....	20
<b>4 Teaching project</b>	
4.1 The story of <i>The Hate U Give</i> .....	21
4.2 Intercultural concepts in <i>The Hate U Give</i> .....	21
4.3 Didactic implementation .....	27
<b>5 Results and discussion</b>	
5.1 Introduction .....	31
5.2 Results and discussion of the reflective texts .....	31
<b>Summary and conclusion</b> .....	51
<b>References</b> .....	55
<b>Appendices</b> .....	59
<b>Reflection Note</b> .....	100



# 1 Introduction

## 1.1 Background

The rapid globalization during the last decades has not only connected the world politically, economically and culturally. It has also influenced how people of different origins interact with each other. It has led to increased awareness of different beliefs and cultural values as the world has become more dependent on cooperation across cultures. Globalization is dynamic and what happens in one part of the world has an impact on people in other parts of the world (Samovar, Porter, McDaniel & Roy, 2017). Effective intercultural communication is vital for the sake of “improving relationships between co-cultures and the dominant cultures within each country” (p. 3). Considering this, recent incidents of brutal police violence against black people in the US, reveal a rising tension concerning racism. The nation’s history of oppression, segregation and inequality still influences and shapes people’s behaviour and beliefs, which are observable indicators of their values (p. 203). The continuing inequality has been addressed through organizations such as *Black Lives Matter* and contemporary African American authors and film producers. In a nation that considers itself a multicultural nation where everybody is equal, racism is still a problem. According to DiAngelo (2018), “people in North America live in a society that is deeply separate and unequal by race, and white people are the beneficiaries of that separation and inequality” (p. 1).

Human beings adopt values, accepted behaviour and attitudes from the culture in which they grow up (Samovar et al., 2017, p. 39). Concepts such as stereotyping, prejudice and racism are different levels of misperception of people with different, cultural backgrounds and they may often be rooted in people’s own experiences. At some point, people may find themselves in communicative situations where they need intercultural competence. Byram (1997) has developed a model of intercultural competence that consists of five components; *attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness* (p. 33). These components describe what people need in order to become interculturally competent and succeed in intercultural interactions.

A generation of young people in Norwegian classrooms live in a global, transparent world where everything that happens across the globe reaches people through media. Young people today face a different world than the previous generations and the future of the world is

dependent on the young voice. Thus, to understand the issues of racism and white privilege in the US are highly relevant also for students in Norwegian classrooms, and one place for developing such an understanding would be the English classroom.

There are many ways in which stereotyping, prejudice, racism and white privilege may be addressed. Literature is one of them. Literature is valued in the English classroom, as engaging in literary experiences may open up and expand students' "textworlds" (Langer, 2011, p. 10). Reading, discussing and interpreting stories may provide them with valuable sources that help them achieve a better understanding of the real world, as they see the connection between the world of the protagonists and their own lives.

For a long time, the book was the main form of literature in the English classroom. Stories in books were analysed and discussed, while film was limited to a supplement to the book, for entertainment or as an easy access to teaching the students about historical events. Svenhard (2018) found that film is rarely used as an independent resource in the English classroom. She points to the importance of making room for students' response and reflections connected to film as independent fiction (pp. 15-16). However, film is currently receiving greater attention in the English classroom, and books and films are by many scholars considered texts on equal grounds (Domke, Weippert & Apol, 2018, p. 51). In addition, film might create active learners and offer a greater opportunity to succeed in reading stories.

The thesis presents the concepts of intercultural competence, with specific attention to stereotypes, prejudice, racism and white privilege through work with film. The students are given the opportunity to develop a deeper understanding of and empathy towards people with different ethnic backgrounds, and to challenge their own beliefs, values and the privileges that follows race. Learning about racism may lead to a change in the way they perceive and reflect upon things.

## 1.2 The Norwegian Curriculum

The curriculum of 2020 acknowledges the importance of intercultural competence in the global world. It states that Norwegian society has always been influenced by different cultures (Utdanningsdirektoratet, 2020, p. 5ff). However, the global world is more connected, and the citizens of Norway mirror a greater diversity than before. Due to this, a developed and nuanced understanding of cultural diversity is more important. The teaching has to strengthen students' identity as well as teach the common values needed "to be able to encounter and participate in the diverse society, thus opening the doors to the world and the future" (p. 5,

author's translation). *Public health and life skills, democracy and citizenship* and *sustainable development* are cross-curricular topics that call for a recognition of intercultural issues (Utdanningsdirektoratet, 2020). In the description of the topic *democracy and citizenship*, it is stated that students may learn how to relate to "different ways of living, thinking and communication in general, regardless of linguistic and cultural background" (p. 3). This opens up to multiple ways of understanding the world and it may combat prejudice. In addition, the core elements connect learning English to the development of intercultural competence, thus emphasizing its relevance:

By reflecting on, interpreting and critically assessing different types of texts in English, students should acquire language skills and knowledge about culture and society. In this way, students develop intercultural competence, so that they can relate to different ways of living, mindsets and communication patterns. Students should form a basis for seeing their own and others' identity in a multilingual and multicultural perspective

(Utdanningsdirektoratet, 2020, translation from Dypedahl & Lund, 2020, p. 11).

One observes here that developing intercultural competence involves gaining cultural knowledge to become valuable participants in a global world. Acquiring knowledge may be done through different types of texts. However, the notion of *text* is expanded to be understood and expressed in the wider sense, as the curriculum states that text includes both the oral and written word, pictures, sound, drawings, graphics and numbers (Utdanningsdirektoratet, 2020, p. 3). Furthermore, the competence aims for VG1 general studies add that the students should be able to read, discuss and analyse texts using different media such as music, film and games (p. 11).

Thus, using film to teach about intercultural concepts for the purpose of promoting cultural competence is in line with the curriculum of 2020.

### 1.3 Aim and research question

This thesis aims to investigate how teachers may use film in order to teach intercultural concepts for the purpose of developing intercultural competence.

The research question in this thesis is: To what extent may the film *The Hate U Give* be used to raise awareness of racial issues?

## 1.4 Overview of study

This thesis is divided into six chapters. Chapter one provides an introduction, including the background for the study, the Norwegian Curriculum and aim and research question. In the following, the theoretical background is presented for the study. The first part focuses on the concepts of intercultural competence and presents the issues of racism and white privilege, whilst the second part deals with multimodal literacy, how to teach intercultural competence and what to consider when working with film and to what extent it is possible to assess intercultural competence. Chapter three describes the research method, the participants and formalities and the procedure. Chapter four presents the teaching project and intercultural concepts in the film *The Hate U Give* and a teaching plan. In chapter five the findings of the teaching project are presented, analysed and discussed. Then follows a conclusion of the analysis in the final chapter.

## 2 Theoretical framework

As the curriculum of 2020 acknowledges the importance of intercultural competence and global citizenship, teachers and students need to concern themselves with issues related to “citizenship, democracy and cultural diversity” (Utdanningsdirektoratet, 2020, p. 10). To be able to communicate with others, students need to appreciate and respect other cultures and have empathy with people belonging to those cultures.

Teaching about culture in the language classroom might prevent ethnocentrism, stereotyping, prejudice, and racism with the goal of promoting a “peaceful coexistence of different people in the globalized world” (Yalçın, 2013, p. 262). The next part presents and investigates these key challenges and discusses their importance in order to enhance intercultural competence.

### 2.1 Culture

Teaching about culture might provide students with knowledge needed to understand people’s behaviour and beliefs. According to Yalçın (2013), learning about culture may “contribute to social cohesion and stability, in areas where cultural bias, political and religious hostility is prevalent” (p. 259). Although teaching cultural issues has a long tradition in the classroom, the emphasis was on providing students with specific knowledge needed to understand the “way of life” of the target country (Dypedahl & Lund, 2020, p. 17). However, culture is not only things that are observable, like clothing, food and language. As the curriculum aims to develop students’ intercultural competence, learning about the concept of culture involves developing an expanded understanding of how stereotypes, prejudice and racism arise in a society. Therefore, it is important to teach students that much of what one calls culture is below the observable surface. This might be illustrated as an iceberg, where the tip is everything that is visible to the open eye, while the deeper values, norms, attitudes, perceptions and beliefs that people hold are hidden below the surface (Samovar et al., 2017, p. 56). Human beings are not born with a subjective set of values, beliefs, norms, attitudes and behaviours, rather are these concepts and people’s interpretation of the world a consequence of the culture in which one grows up (Samovar et al., 2017, p. 39). Moreover, culture is a dynamic process as it evolves over time and is being inherited from one generation to the next (p. 41). What kind of values, attitudes and interpretations are being passed on as established facts will have an impact on how people see other cultures (p. 43). When students realize how

their own culture influences their values and beliefs, they may understand how it colours their conception of other people.

Learning about culture is not only about understanding people of different nations. One recognizes that there might be as much cultural diversity within a country as there are cultural issues across national borders (Dypedahl & Lund, 2020, p. 13). People who grow up in Norway may have many of the same references such as language and customs. Still, the socialization process differs from one group to another, teaching people different beliefs and values that may be in conflict with norms and practices found in another community or even within the same community (p. 17). This understanding is important, as the danger of defining culture as fixed traits that apply to all members of a group, reduces “all members of a nation to one essence, or one identity” (p. 18). Human beings belong to more than one culture, which means that people have different mindsets that influence the communication situation between individuals. Learning about these sides of culture in the classroom may help students understand how things are connected and why they hold different attitudes, beliefs and values.

## 2.2 Intercultural competence

People’s worldview may influence how they interact with people from different cultures. The skill of successful interaction is described as intercultural competence, which is defined as the “ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality” (Byram, Gribkova & Starkey, 2002, p. 10). Over twenty years ago, Byram developed what became the most influential model of intercultural competence in foreign language education. The model consists of five components that learners need to develop to become interculturally competent. These are *attitudes*, *knowledge*, *skills of interpreting and relating*, *skills of discovery and interaction* and *critical cultural awareness* (Byram, 1997, p. 33). Byram explains the first component of intercultural competence as *attitudes* towards people who are considered culturally different concerning meanings, beliefs and behaviours. To hold intercultural *attitudes* means to secure successful interaction by being open and curious and avoid prejudice or stereotyping, and to be able to see things from different perspectives (p. 34). The component *attitudes* is of such an importance that Byram et al. (2002) consider it “the foundation of intercultural competence” (p. 11). The second component, *knowledge*, emphasizes the need to have cultural knowledge about the social groups in both one’s own country and in the country of one’s interlocutor’s (Byram, 1997, p.

35). This might be specific knowledge about the culture of one country. However, as it is not easy to know what specific information one needs and considering the fact that during life one encounters people from all over the world, knowledge of “the general processes of societal and individual interaction” (Byram et al., 2002, p. 12) may be helpful. This means a stronger focus on general cultural differences that people might find challenging in future intercultural encounters. Byram et al. define this as “knowledge of social processes, and knowledge of illustrations of those processes and products” (p. 12).

Since it is difficult to anticipate specifically what knowledge is needed in different situations, it is important to develop *skills of discovery and interaction*. People need to develop the skills needed to obtain the necessary knowledge for intercultural encounters. Furthermore, if one holds the *skill of interpreting and relating*, one should be able to interpret the new knowledge by relating and drawing upon existing knowledge (Byram, 1997, p. 37). This might provide a person with the knowledge needed to act appropriately in different communication situations, thus preventing offensive behaviour and avoid misunderstandings (Lund, 2008, p. 3).

However, knowledge about different cultures and attitudes of understanding and respect for other people might not be enough when it comes to becoming interculturally competent (Byram et al., 2002, p. 2). What is equally important is that one is aware of one’s own intercultural experiences and reveal the ability to show empathy. Critical reflection and independent thinking are what Byram’s fifth component *critical cultural awareness* is about. Byram states that “relativisation of one’s own and valuing of others’ meanings, beliefs and behaviours does not happen without a reflective and analytical challenge to the ways in which they have been formed and the complex of social forces within which they have been experienced” (1997, p. 35). In other words, an interculturally competent person is one who communicates with someone from another culture and has the ability to be open, reflect upon what is happening and analyse own attitudes and behaviour. One needs critical cultural awareness of oneself and one’s own values to better understand the values of other people.

### 2.3 Ethnocentrism and ethnorelativism

Intercultural competence is about avoiding attitudes of prejudice, hostility, mistrust and hate towards people that belong to different cultures. In Bennett’s *Developmental Model of Intercultural Sensitivity* (2004, p. 62), the terms *ethnocentrism* and *ethnorelativism* are introduced. Bennett distinguishes between ethnocentric people that consider their own values to be true and their culture to be superior to all others, and ethnorelatively oriented people that

accept the importance of cultural differences. However, Bennett claims that although people have positive attitudes that involve recognizing another culture and acknowledging its values, it does not automatically lead to intercultural sensitivity and competence. Learning about diversity and accepting cultural differences is not enough. Bennett suggests that people hold different degrees of sensitiveness to cultural difference (Ibid.73ff). Interculturally sensitive people have a more developed and expanded worldview as they are able to see people from different cultures as equally complex as themselves. According to Bennett, people who hold intercultural sensitivity have a better chance of developing intercultural competence, although this is still a process. In the classroom, students can have discussions about how one's beliefs might be influenced and shaped by one's own perceptions and values. This may reduce students' potential of ethnocentric thinking, and underlying worldviews might move from an ethnocentric to a more ethnorelative condition (Bennett, 2004, p. 75).

## 2.4 Stereotypes and prejudice

When asked to describe a person coming from a certain country, one often immediately draws on previous experience or knowledge of one's perceptions of this person. One is probably unaware of the reason for this stereotypical thinking. However, just as culture is human made, so are stereotypes (Samovar et al., 2017, p. 390). Generalizations about a social group are either intentionally or unintentionally taught during childhood at home, at school, and in organizations.

According to Samovar et al. (2017), stereotyping is a natural cognitive process that occurs in a human being with new encounters, and it is described as a "subconscious way of dealing with unknown situations" (p. 389). What happens is that one organizes the knowledge and ideas about people into "simplified categories" (p. 389) to represent the whole society they belong to. This process is necessary, as it helps to deal with new situations and reduce uncertainty. However, people sometimes have a tendency to overgeneralize (p. 389). Byram (1997) claims that even positive stereotype and prejudice can contribute to unsuccessful interaction: "Attitudes which are the pre-condition for successful intercultural interaction need to be not simply positive, since even positive prejudice can hinder mutual understanding" (p. 34). Byram then explains how attitudes have to be coloured by openness and curiosity and a "readiness to suspend disbelief and judgement with respect to others' meanings, beliefs and behaviours" (p. 34). Preconceptions about a social group fail to consider and understand the differences among the individuals in that group. Brislin (2000) claims that stereotyping leads



to “insufficient attention to individual differences among the group’s members” (p. 198) which is often the case when making up one’s mind about other people or judging a situation.

If students are to attain solid intercultural competence, they need to learn about the consequences of stereotyping to enhance successful intercultural interaction. Samovar et al. (2017) mention ways in which stereotypes hinder intercultural communication that should be taught to the students. To begin with, stereotypes may cause one to filter out the kind of information that is not consistent with one’s presumptions, leading to complete ignorance of facts that may challenge one’s beliefs. In other words, students who have stereotypical thoughts may not accept information that is not in line with their established ideas (p. 391). If being confronted with something that contradicts one’s stereotypes, a typical stereotypical assumption is that this is considered an exception (Nguyen, 2015, p. 5). Therefore, students’ established ideas need to be challenged and they need to be taught how to process new information. Another stereotypical obstruction is when people have specific knowledge about a culture and apply that to all members of that society. Stereotypes “present an oversimplified, exaggerated, and overgeneralized portrait of the individual” (Samovar et al, 2017, p. 391) that leads to untrue and false beliefs about people and wrong reception of messages. Finally, as stereotypes are learned from childhood and throughout life, they are difficult to change. Stereotypes tend to survive in people through in-group interaction unless they are taught otherwise. The classroom is a good place to begin such teaching.

Prejudice is about pre-judging groups or individuals based on “stereotypical assumptions or ignorance” (Byram et al., 2002, p. 27). As with stereotypes, prejudices are learned attitudes based on feelings more than reason. The culture in which one grows up influences one’s way of thinking through a continuous socialization process (Koppelman & Goodhart, 2011, p. 24). During this process, people’s identities and self-images are shaped as they adopt attitudes and norms as members of a specific “in-group” (Samovar et al., 2017, p. 392). As much as this process is important in order to feel included, this strong connection within the group may lead to a feeling of superiority towards people who do not belong to the same group. This may happen due to lack of knowledge of those who belong to the “out-groups”, who hold different norms and characteristics than oneself (p. 392). Moreover, this may develop into prejudice towards other people. Samovar et al. (2017) state that prejudice appears when a person reveals generalized attitudes and negative feelings about others based on “little or no factual experience” (p. 392). Prejudice reveals itself in different ways in society. History shows how prejudice has informed entire societal structures, and the US is no exception. Years of racial segregation and a system of white superiority led to the fight for civil rights in the 1950s and

60s. Although this fight resulted in laws ensuring equal opportunity concerning education and work, prejudice and racism are still visible in the country today.

Prejudice also occurs when people feel that immigrants from distant cultures threaten their in-group culture and social values (Samovar et al., 2017). This is not only the case in the US with legal or illegal immigration. The same kind of prejudice is revealed in Norway and other European countries both politically and in how people express their attitudes.

In the classroom, the teacher has the means and power to work against prejudiced attitudes. First of all, students need to be challenged by examining their own prejudices in addition to being mindful of prejudicial statements from others (Samovar et al., 2017, p. 396). Furthermore, teachers need to help their students create self-awareness, develop awareness of other cultures and other people's worth, and help them understand how valuable diversity is for a society (p. 395).

## 2.5 Racism

The concept of racism is related to stereotyping and prejudice. It is the belief that one race is inherently superior to another, leading to unjust treatment on the basis of colour and race (Samovar et al., 2017, p. 396). Brislin (2000) states that racism is built on the belief that people belong to either in-groups or out-groups, and that determines one's superiority or inferiority regarding "intelligence, morals, and the ability to interact in decent society" (2000, p. 214). Thus, members of an out-group are given less benefits in society and are denied opportunities due to factors they cannot control, such as ethnicity, skin colour or class background. Dovidio, Hewstone, Glick and Esses (2010) explain that "racism represents an organized system of privilege and bias that systematically disadvantages a group of people perceived to belong to a specific race" (p. 312). Collins (2018) describes this as "systemic racism that happens when these structures and processes are carried out by groups with power, governments, businesses or schools" (para. 3).

In line with Collins (2018), Oluo (2019) defines racism as "prejudice against someone based on race, when those prejudices are reinforced by systems of power" (p. 27). She further suggests that racism operates on two levels. On the one hand, there is the organizational level of racism which is the white supremacist system that originates from the time of slavery when racism was designed to support an economic and social system for profit and comfort of the white race. This reveals itself through racial income inequality, police brutality towards black people and racial divides in wealth and incarceration rates (pp. 28-31). The personal level of

racism, on the other hand, is that of everyday interactions that many black people experience as racist, caused by the racial inequity and injustice in the system itself. Oluo (2019) describes how many black people experience everyday racism in contemporary US, a country that claims to value opportunity and equality while the reality is racial oppression and actions of injustice (pp. 1-2):

I have never been able to escape the fact that I am a black woman in a white supremacist country. [...] it was the clerks who would follow me around in stores and the jobs that were hiring until I walked in the door and then they were not. And it was the bosses who told me that I was too “loud”, the complaints that my hair was too “ethnic” for the office, and why, even though I was a valued employee, I was making so much less money than the other white employees doing the same job. It is the cops I can’t make eye contact with, the Ubers that abandon their pickup, driving on instead of stopping when they see me. [...]. Race, my race, has been one of the most defining forces in my life.

Oluo’s experience of personal racism describes what Collins (2018) claims to be racial belief turned into action: “[...] a person might unconsciously or consciously believe that people of colour are more likely to commit crime or be dangerous” (para. 8). Collins continues to provide examples that prove people’s racial beliefs: “when a person crosses the street to avoid a group of young black men [and] when a police officer shoots an unarmed person of colour because he ‘feared for his life’” (para. 9).

According to Oluo (2019), the key to fight racial oppression is to have the courage to talk openly about it, and for everybody to “look racism in the eye wherever we encounter it” (p. 7). It seems comfortable to think that racist ideas do not apply to Norwegian systems, since Norwegian society is built on affirmative action that aims to ensure fair treatment and prevent discrimination in federal employment and education. However, minority groups in Norway are subjected to racist treatment. This especially concerns people with darker skin, who tell stories of unjust treatment and racist thinking in their everyday lives in Norway (Andreassen, 2020). The classroom is a good place to have conversations about racial issues as it is an arena that holds all kinds of students, including those who experience personal racism similar to those incidents described by Oluo.

### 2.5.1 White supremacy and racism as a structural power

Racism is known to be both conscious and subconscious. Underlying, unconscious racism might not come to the surface unless one’s own privileges are challenged. DiAngelo (2018) shares how personal reflections made her see more clearly why she as a white person never

considered herself a racist and describes how she would respond with fury to any insinuation that she was involved in racism (p. 4). She used to believe that only people with the intention to hurt others were able to do racist acts. However, she realized that as a white person she had been socialized into an “internalized sense of superiority” (p. 2), with unseen, unconscious advantages of white privilege. White people may find it difficult to admit to having advantages over black people, and it has made them “highly fragile in conversations about race” (p. 2). DiAngelo (2018) maintains the importance of challenging people’s “racial assumptions and behaviours” (p. 4) by allowing feedback on their racial patterns for the purpose of supporting learning and growth.

*White supremacy* is used to describe the sociopolitical economic system of sovereignty based on racial categories that benefit white people (DiAngelo, 2018, p. 30). Thus, white supremacy is “both a legacy and a cause of racism” (Collins, 2018, para. 3) and is described as an “invisible force that white people need to recognize” (para. 1). DiAngelo (2018) describes white supremacy as an invisible, undefinable social institution rather than the actions of explicit white, radical nationalists (p. 33). The misunderstood definition of racism as being “intentional acts of racial discrimination committed by immoral individuals” (p. 9) may lead to people distancing themselves from racial issues and problems.

The structural system of power in the US privileges white people as a group and is visible through the high number of white people controlling American institutions (DiAngelo, 2018, p. 31). In 2017, 90% of the members of the US Congress were white, 96% of US governors and 82% of all teachers were white. In addition, through mass media and the film industry, the whole world is influenced by American values, which according to DiAngelo is coloured by an ideology that “promotes the idea of whiteness as the ideal for humanity well beyond the West” (2018, p. 29). She further explains that film producers are the world’s cultural narrators, and “the stories they tell shape our worldviews” (2018, p. 31). Being the major force in the world’s globalization process, everything that happens in the US has an impact on the rest of the world. Many Norwegian students, especially in decentralized districts, experience few authentic cross-racial encounters or relationships, and what they see through films and international mass media might influence how they understand the world and their own position in it. Raising awareness of the concept of privilege and even challenge students’ own privileges might be important to develop an understanding of white supremacy.

### 2.5.2 Checking one's privilege

Oluo (2019) defines *privilege* as an advantage that one has that others lack (p. 59). She states that one has to understand that for something to be a privilege, it occurs with somebody else's disadvantage (p. 64). Personal efforts may improve a person's position and advantage in society. However, the advantages or disadvantages in someone's life are, among other things, credited to privilege based on what gender one is, what class one belongs to, one's physical ability or disability and one's race. Conversations about privileges should be addressed in the classroom. This might be difficult, and there is a danger of students feeling uncomfortable. However, Oluo (2019) claims that one should not dismiss conversations on privilege for the fear of making people feel uncomfortable or insulted (p. 59). She emphasizes the importance of checking one's privilege as it may develop the ability to understand the struggles of those who lack the same privileges. According to DiAngelo (2018), becoming aware of one's own privilege is a process. She explains that as a white American, her worldview was shaped by a white experience in a society "deeply separate and unequal by race" (2018, p. 1). DiAngelo claims that growing up, she was never made aware of her own race in comparison to others, although she was aware of that "somebody's race mattered" (p. 1). She states that the main challenge in the process of checking one's own privilege is to understand where one comes from and what privileges follow that position in society. Everybody is privileged in some areas of life and underprivileged in others. However, what is of relevance is to what extent the inequality has to do with race, class or other issues that one never decided oneself. According to Oluo (2019), when people check their own privileges and identify where their privilege traverses with others' oppression, real change may occur. By checking one's own privilege, one is given the opportunity to reflect upon those who do not enjoy the same opportunity and freedom as oneself. Understanding privilege is a vital part of enhancing intercultural competence.

### 2.5.3 Police brutality in the US

National statistics reveal that the percentage of African Americans being pulled over, arrested and shot by the police greatly exceed that of white Americans. In 2003, a study of racial disparities in routine traffic stops in Minnesota found that compared to white drivers, black drivers were 23% more likely to be pulled over and they were stopped 214% more often "than their share of the driving-age population" (Montgomery, 2016). The study revealed that African American drivers were "submitted to discretionary searches" (para. 3) 12.6% of the

time, compared to white drivers that were searched only 3% of the time. Another part of the study that clearly showed racial disparities was that as much as 28.6% of black drivers were searched because of a “concern for officer safety” (para. 4) as opposed to 17.4% of white drivers. Thus, although black drivers are not always arrested or killed, they are “more likely to be abused and dehumanized” in their stops (Oluo, 2019, p. 86). Oluo shares some of her personal encounters with the police (p. 84):

He [the officer] was brusque and professional, while we silently sat in fear – watching our hands to make sure they didn’t betray us with any sudden movements, any threatening gestures [...]. I was reminded of one time when I was pulled over at sixteen; I quickly reached for the glove compartment when asked for license and registration and the officer’s hand immediately went to his gun as he yelled “STOP!” As I sat there frozen in fear, he proceeded to lecture me to never reach for anything in front of a cop without saying what I was doing first. “That’s a good way to get yourself shot, young lady,” he said to me. Then he nodded and took his hand off of his gun, satisfied with the favor he had done me by not shooting a sixteen-year-old girl for reaching for her identification.

Oluo’s encounters of being pulled over by the police made her feel targeted already as a teenager, as the police officer would suspect her of either drinking, being on drugs, carrying a gun or of having no legal business in the white neighbourhood where she was stopped (Oluo, 2019, p. 88). Oluo shares that these experiences were constant reminders of that her skin colour was evidence of wrongdoing, and the empowered police who were meant to protect her could take her freedom or her life “with no recourse” (p. 89). Stereotyping of black people as untrustworthy and threatening and cases of police brutality has not improved the situation for African Americans in later years. Through media the reality of a racial divide caused by police brutality has been broadcasted to the world, revealing white law enforcement officers shooting and killing unarmed African American people, often without being held accountable for their actions (Martin & Kposowa, 2019).

Historically, the police force was born from Night Patrols whose job was to control black and Native American populations in New England, and Slave Patrols who caught and returned slaves who had escaped their white slave masters (Oluo, 2019, pp. 89-90). The Night Patrols became the first police forces in the US, and was considered one of “the greatest threats to the safety of Black Americans” (p. 91) through the era of the Jim Crow laws and the civil rights movement, with Ku Klux Klan members as police officers. According to Martin and Kposowa (2019), this history has created “the platform for the presence and tolerance of police violence” (p. 1). It is argued that the history of police forces created for the purpose of controlling instead of protecting people of colour, still remains in police culture and training

in present times (Oluo, 2019, p. 92). According to Oluo, racial disparities in traffic stops are caused by lack of diversity at police departments and police officers' unchecked implicit bias, cultural insensitivity and inadequate training. Incidents of racial profiling and police brutality has become an increasing problem, with numerous killings of unarmed African Americans. The arrest and killing of George Floyd by a white police officer on 25 May 2020, received the world's attention, unleashing waves of protest and riots across the whole nation.

As indicated above, police killings of African Americans are not unusual. A case in point occurred in 2009, when Oscar Grant, an unarmed 22-year-old African American was shot while lying face down on a train platform at Fruitvale Station (Booker, 2020). This incident inspired Angie Thomas to write the novel *The Hate U Give* in 2017. Although expressing that all these cases of police brutality fuelled her frustration and anger, it also gave her an opportunity to raise awareness of racial issues in her writing. For Thomas, writing books is a form of activism since they open up worlds people may not have known about otherwise (Walker Books, 2017, 0:36-47).

In the film project presented later in this thesis, the filmed version of *The Hate U Give* (Tillman, 2018), will be used for studying scenes that reveal stereotyping, prejudice, racism and white privilege in the US. The story has relevant examples of how racism is visible in contemporary society and the main character Starr experiences a situation similar to the one described by Oluo. The film may spark conversations about why many black people experience racial profiling in the US. In addition, studying the concepts of stereotypes, prejudice, racism, and white privilege in the film may help students open their worldview to better understand the existence of racism also in their own society.

## 2.6 Film as text

For those who grew up with books and can recall the thrilling experiences of moving into the worlds of the protagonists, it is an indisputable fact that reading has expanded their vision of the world in addition to providing enjoyable moments of pleasure. One may agree with Lazar (2013) who claims that indulging oneself with literature develops people's "personal enrichment" (p. 24) and increases their emotional consciousness. Moreover, book lovers would probably support Langer's description of literature as having an impact on how people reason by bringing what they learn from their text-worlds into their own lives, thus making them more informed participants of the world (2011).

As the value of literature is an established fact, the question arises to why film should be treated as text on equal terms in the classroom. According to scholars and educators, film should be recognized, accepted and utilized as literature as a form of education as opposed to merely entertainment (Domke et al., 2018). Film should be treated as independent literature that holds its own purpose, message, interpretation and meaning.

## 2.7 Teaching intercultural issues through film

Films describe the inner lives of the characters in a story and the outer worlds surrounding them. According to film producer Mishra (2018), education is a window that opens up new ideas and spaces in the world of the students, as well as a mirror that reflects their experiences in the world. She points to how a film is an effective tool that enables intellectual and emotional learning by engaging students and making the classroom come alive (p. 112). As film increases the involvement of students, it might enhance their desire to communicate in the classroom and develop the ability to become critical thinkers. Using film for discussion may lead to increased awareness and comprehension of cultural issues in the globalized world they belong to. Tognozzi (2010) emphasizes the power and advantage film has over books, explaining how the visual image allows people to “experience, reflect and add [...] subjective experience” (p. 72) to the images on the screen to understand their meaning.

While reading film, students encounter people who have different cultural backgrounds and values, and it might lead to a developed consciousness of their own cultural background (Björk, Eschenbach & Svenhard, 2014, p. 196). Film is powerful in the way it helps the reader “see foreign worlds, cultures and values” (Cahir, 2006, p. 95), and it may guide students into achieving greater knowledge and understanding of human diversity of the world and to generate cross-cultural sympathy. Tognozzi (2010) suggests that through film students may try on alternative perspectives as they develop empathy for the characters. In addition, they may understand issues of injustice and inequality that provide a deeper cultural awareness and a more diverse cultural understanding. The way characters are portrayed through speech and body language, helps the students achieve “the sense of humanity of other people” (Yalçın, 2013). Furthermore, films provide a rich source of cultural events and presentations of cultural issues and may open the door to cultures they would not have encountered on their own. Thus, it may draw attention to controversial issues such as the complexities of race as students are being reminded of the horrors that humans are responsible for (Stoddard, Marcus



& Hicks, 2017, p. 7). Being exposed to these issues, students may learn that they have the power to change things and “restore faith” (Cahir, 2006, p. 95) in the human race.

Through the film *The Hate U Give* students are presented with the struggles of inequality and prejudice that the protagonist is facing. The underlying issues of stereotypes, prejudice, racism and white privilege presented in the film, provide an opportunity for students to learn about these issues, to achieve an understanding of the reasons behind inequality and develop their intercultural competence.

## 2.8 What to consider when working with film

The way in which film is used determines its educational value and there is a difference between *showing* a film and *teaching* film (Drew & Sørheim, 2014). Instead of using film as entertainment, teachers can take students beyond what they already know about film, by helping them reflect upon *why* and *how* a story influences their feelings (Muller, 2006, p. 38). Being active watchers of film may develop students’ ability to see things that were invisible to them before (Stoddard et al., 2017, p. 59). When students learn to see through images on film, they may develop skills of interpretation, discernment, and empathy (pp. 59-61).

The educational value of film is further strengthened when it is used to enhance classroom discussion and reflective writing. Sometimes it is enough to select specific scenes that may be studied, analysed and interpreted. When students study scenes together, there is the advantage of sharing experiences that may provide immediate literary responses and discussions. This sharing of thoughts and responses might help the students become more interested and understand more (Teasley & Wilder, 1997, p. 7).

According to Teasley and Wilder (1997), it is important that the students become actively engaged with film by carefully noticing “details of visual and auditory images, to discover patterns in these images, to talk to each other about what they’ve noticed [...], to form opinions and evaluations, and to communicate their ideas about films” (p. 2). By bringing in principles from “reader-response” theory (p. 2), Teasley and Wilder have developed strategies that encourage students to discuss film, challenging the students to become more active viewers of film (pp. 2-3). When working with films that deal with intercultural issues such as prejudice, racism and privilege, teachers should consider films that present adequate representations of culture and films that build awareness and understanding of other cultures. It is also vital that teachers choose films that are “teachable” and appropriate for that student group (1997, p. 8) in addition to consider to what extent a film relates to the students’ own

experience and has relevance for their lives (Vetrie, 2004, p. 42). The setting of the story does not necessarily have to be familiar to the students, as the purpose is to develop their ability to understand and identify with the characters as citizens of a global world.

### 3 Method and procedure

#### 3.1 Participants and formalities

The project is developed for students in upper secondary school, and the participants belong to a VG1 class, general studies. The class consists of 22 students between the age of 16 and 17, 15 girls and 7 boys. At the time of the project, they have been in the same class for three months. The majority of the students are ethnic Norwegians, but one student has a different ethnic background. They hold different levels of English proficiency, ranging from average to above average. The class is used to working digitally using the learning platform *It's Learning* and they have their own laptops. Furthermore, the learning environment in the class is good and the students seem to be ambitious in their schoolwork. They give the impression of being positive towards learning new things and embrace new learning methods. The impression is that the majority of the students prefer to work individually, and group discussions are preferred over class discussions. This might be explained by them having been in the same class for only three months, and class discussions might therefore be a challenge.

#### 3.2 Procedure and material

This film project is developed from a former book-and-film project (Olsen-Mannes, 2019) that had similar stories dealing with multicultural issues. The purpose was to investigate how film could be used as independent literature. However, the conclusion asked for a closer investigation into how film alone could be used to raise awareness of intercultural concepts and thus, develop students understanding of racial issues.

Prior to the film project, the class had a preparation period of two weeks. The students learned about the Civil Rights Movement, the Black Lives Matter movement, and racial profiling. This was done using a PowerPoint presentation (Appendix VI) that included videos in addition to reading factual texts and engaging in group and class discussions. Intercultural concepts were introduced to the students to ensure that they developed an understanding of the different concepts (Appendix V). The students were given a viewing guide that divides the film into five parts, each containing tasks that help them reflect upon the selected scenes of the film (Appendix IV). Before watching the film, they studied the tasks to be prepared for analysing the scenes. The students took notes only when the teacher paused the film. After the film, the students had group discussions using their notes from their viewing guides. Finally, the students participated in a class discussion about their findings. The week after, the students were given a final reflective writing task that had them reflect upon to what extent

the film project developed their knowledge and understanding of the specific concepts in addition to affecting their attitude towards racism,

In relation to the theoretical framework and the aim of this study, samples of the reflective texts are presented and discussed in the final analysis of the thesis.

### 3.3 Research method

In the project developed for this thesis, data has been collected using a qualitative research method. A qualitative research analysis mainly aims to illuminate and interpret humans' subjective experiences towards a subject. What is essential is that the informants themselves elaborate around and describe their experiences using their own words and expressions (Brottveit, 2018, p. 64). According to Brottveit (2018), a qualitative research design is used for the purpose of going deeper into an analysis of the social reality in which people surround themselves (p. 65). One commonly used method with qualitative research is to gather data by having the participants write whole texts that allow them to share their opinions using their own words and expressions (p. 68).

The participants in this project answered questions by writing reflective texts about intercultural concepts in the film *The Hate U Give*. The purpose for the qualitative research method is to gain information and knowledge that might provide new insight about a certain issue (Brottveit, 2018, p. 67). However, one cannot consider the findings as neither exact nor objective (p. 68). One rather seeks to "reflect upon the new insight provided by the selected data in the light of one's own interpretation and analysis of the research material" (2018, p. 68). This project seeks to find data that would give a deeper insight into how the issue of racism in this film influenced the students' knowledge and attitudes. Themes related to racism may be experienced as sensitive and difficult for students to write about, and the teacher therefore needs to consider the ethical issue of having students share their attitudes and feeling about these themes. Therefore, the students wrote their texts anonymously and submitted their texts in closed envelopes.

Although the amount of data gathered is limited and therefore not suited for generalisations (p. 68), the findings will be relevant as they provide a picture of what the participants gained from the project, to what extent their knowledge was expanded, and their attitudes were changed.

## 4 The teaching project

### 4.1 The story of *The Hate U Give*

The film *The Hate U Give* is based on the novel by Angie Thomas (2017). The protagonist is 16-year-old Starr, an African American girl who lives in Garden Heights, a neighbourhood troubled by gang rivalry, poverty and drugs. Because of the troubled community and the murder of a friend, her parents have transferred her to a white school outside of her own neighbourhood. Her father has spent time in prison due to gang crime. However, having turned his life around, he wants a better life for his children. Being African American in a white neighbourhood does not come without struggles, and Starr witnesses the death of her childhood friend, Khalil. As Starr and Khalil are driving away from a party, they are signalled by a police car to pull over. Although Khalil is un-armed, the white policeman shoots him in the back over a “misunderstanding”. In addition to dealing with identity issues and the racial struggles she faces in two worlds, Starr now has to deal with the murder of her friend and find the strength to rise up against racial injustice.

### 4.2 Intercultural concepts in *The Hate U Give*

*The Hate U Give* is highly relevant when it comes to teaching intercultural competence in the classroom. In this part, some of the scenes that illustrate intercultural concepts are presented.

#### **Stereotypes and prejudice**

The film contains scenes where stereotyping and prejudice are visible in the way the characters reveal their ideas and thoughts about individuals and groups. Examples range from the scene when Starr reacts to her white friend Hailey’s comment at the gym about the ball being “a piece of fried chicken” (39:39), assuming that fried chicken is all black people eat, to the more serious confrontation between the two friends about Khalil’s murder:

Hailey: So, you're not gonna get over it real soon?  
 Starr: Get over it?" You can't even see that you're acting racist, huh?  
 Hailey: Cause I'm not.  
 Starr: It's all *our* and *us* and *black lives matter*, *girl* until you clutch your purse when you're in the elevator with a black person. You don't need to use the N-word and use a fire hose on black people to be racist, Hailey.  
 Hailey: You're different, Starr.  
 Starr: I'm different? What, I'm the non-threatening black girl?  
 Hailey: Yeah, you are. Your friend wasn't. He was a drug dealer. Someone was probably gonna kill him eventually.

This scene reveals Hailey's assumption about black people being criminals. In addition, Hailey's words expose stereotypical thinking and prejudice when she admits to believing that Starr is just different from other black people. As stated in the theoretical framework, it is typical of stereotypes that when one meets a person that does not behave according to stereotype, this person is considered an exception (Nguyen, 2015, p. 5). Hailey lacks knowledge about communities outside her own, white world. She only knows the version of Starr who attends her white school, a version that Starr herself is not comfortable with, as she expresses at the beginning of the film: "Slang makes them cool, slang makes me hood. Basically, Williamson Starr doesn't give anyone a reason to call her ghetto. And I hate myself for doing it" (7:56). Starr struggles with her identity in school and tries to act like the white students because she does not want to contribute to prejudice about black people. However, as Starr begins to be more concerned about racism in society and finally finds her true identity as a black person, Hailey complains about not knowing her: "I don't know who you really are anymore Starr" (1:18: 52). However, the truth is that Hailey has never known who Starr really is. Hailey lacks knowledge about the world outside her white community and sees only what she wants to see. As pointed out earlier, Koppelman and Goodhart (2011) state that people are products of a socialization process in a certain culture. Prejudice comes from attitudes they have adopted from people that surround them in their own "in-group" (Samovar et al., 2017, p. 392). Furthermore, according to Samovar et al. (2017), lack of experience and knowledge may lead to generalized attitudes that allow prejudice to develop (p. 392). This may explain what hides behind Hailey's words about black people being criminals, though thinking Starr is different because she exists in her white world.

The film has scenes that show the power of the media when it comes to influencing perceptions of black people. At one point, Kahlil's mother is broadcast on television, high on drugs and complaining about the murder of her son. Starr's friend Kenya reacts to the TV channel's portrayal of Khalil's mother: "Why would they put Miss Brenda on TV like that?" (40:51). In this case, the media assumes the same thing as Hailey; every person from the

ghetto is like this, and a drug dealer like Khalil deserved what happened to him. This becomes more evident when Starr agrees to take part in a TV-interview about the incident, and the reporter focuses more on Khalil's past than him being murdered. Starr expresses her feelings about this kind of prejudice:

-Why are you only asking me about that? I mean, next week I'll be called to testify in a grand jury investigation, but no one wants to know what actually happened. Everyone wants to know what Khalil did. What he said, what he didn't do. Like it's his fault. I didn't know that a dead person could be charged with his own murder.

In this case, the reporter is pre-judging not only Khalil but the group he belongs to, revealing what Byram et al. (2002) call "stereotypical assumptions and ignorance" (p. 27). Lack of knowledge and presumptions makes the reporter try to prove that Khalil's death is caused by his past rather than the prejudiced attitudes of a white police officer.

Another example being brought up in the film, is prejudice linked to interracial relationship. Early in the film, there is a scene with Starr and her white boyfriend Chris hugging in school as two white girls pass by. From Starr's thoughts (as voice over), one understands that she is aware of the kind of prejudice that follows interracial relationships: "We get the questions. Why is he dating her? [...]. Now, the stares usually come from the rich, white girls. But they're way too scared to actually say anything to our faces" (12:05). For Starr to be dating Chris does not come without problems. The stares from the white girls may indicate that they are being judgemental about their relationship. However, the reactions do not only come from white people. Starr's father Maverick is not happy finding out that Starr is dating a white boy:

Starr: Daddy, this is Chris.  
Maverick: Who's Chris?  
Starr: Chris is my boyfriend.  
Maverick: You got a white boyfriend?  
Starr: Daddy, he's not my white boyfriend. He is just my boyfriend.  
Maverick: That boy is white.

This describes the scene when Chris takes Starr home after the Prom. Maverick thinks Chris is the chauffeur and wants to pay him. When Chris is presented as Starr's boyfriend, the reaction reveals that he is not comfortable with his daughter dating someone who is white. However, Maverick comes to terms with the situation and manages to see Chris as a person without the colour-label.

The scenes presented are only a few among several in the film that reveal stereotyping and prejudice. What is of importance, is that they show how stereotypical assumptions and

prejudice appear in different shapes and from different people. The scenes might be easily recognizable for Norwegian students and may lead to valuable discussions that develop their self-awareness and understanding of other cultures in their own country.

## **Racism**

Racism is by Oluo (2019) defined as prejudice against people based on race (p. 27). As described in the theoretical framework, racism is a severe form of prejudice and reveals itself through everyday interactions between people, as well as through the systems of power leading to unjust treatment based on race (Samovar et al., 2017, p. 396). Although this film has examples of personal racism that may be analysed, the chosen examples of systemic racism are useful to bring into the class discussions. The scenes clearly show how the characters have to deal with systemic racism due to unjust treatment by the police.

In the opening scene of the film, Starr's father Maverick gives advice to the younger Starr on how to act in case of traffic stops. The scene provides minutes of seriousness about the situation for black people, and it foreshadows what is to happen later in the film. Starr and Khalil are victims of racial profiling when meeting with the police at a traffic stop. Although Starr remembers her father's advice, Khalil is not prepared and is shot by the white policeman when reaching for his hairbrush. The scene is an example of how a person who represents the system acts on his personal prejudice, resulting in an act of racism.

Another explanation of systemic racism is the conversation between Maverick and Starr about the meaning of THUG (The Hate U Give Little Infants Fucks Everybody), the school-to-prison pipeline and mass incarceration:

Maverick: Pac was trying to school us on how the system's designed against us. Why else do you think so many people in our neighbourhood deal? And ain't no real jobs around here, so they fall into the trap...drugs a multi-billion industry. Brothers like me and Khalil get caught up cause it look like a way out. But that shit is flown into our communities and I don't know anybody with a private jet. And then they trap us. And we end up in prison, another billion-dollar hustle. And they got us riding through there like we on a conveyor belt. That's how I end up in prison with my daddy....I'm gonna break the cycle for my kids.

The expression THUG (47:58) from rapper Tupac Shakur's song with the same name, is also the theme that runs through the story. In this conversation Maverick describes how systemic racism is the cause of poverty and crime in black communities. In the context of the rest of the film, it provides the students with issues to discuss concerning racism.



Towards the end of the film there is a scene where Starr's family experiences systemic racism through racial profiling. Maverick is frisked since the policemen presume that he is a criminal carrying guns. Although nothing is found, he is still put to the ground and ordered to show ID. When Maverick explains that he is only having dinner with his family, one of the policemen answers: "Until you came out to score" (1:12:28), assuming that there must be something criminal going on. Maverick's young son is also asked to show ID and is threatened to be arrested. His mother refuses to have him obey the racist orders of the police, and the situation dissolves itself when the policemen realize that many people are recording the scene with their mobile phones for the whole world to see: "Yeah, we see y'all. And all these cameras do, too! Go on and show everybody how y'all really treat us" (1:13:32). The racist attitude that the policemen reveal through speech and actions, describes the systemic racism that many African Americans are facing from the white law enforcement in the US.

### **White privilege**

In *The Hate U Give* white privilege functions as a backdrop throughout. According to Collins (2018), white is like "an invisible force" (para. 1) that people do not see until it is revealed to them. Concrete scenes from the film illustrate white privilege in various situations. These scenes provide the setting for students to understand, and discuss, what such privilege entails.

Early in the film, the setting is visualized as the mother is taking Starr to the white school she attends. The ride through the two neighbourhoods shows how different Starr's two worlds are. White privilege is clearly visible in the shape of better housing and clean streets, and better schools in the white neighbourhood. Starr's own words about schools in the black community describe some of the difficulties black students face: "The high school is where you go to get jumped, high, pregnant, or killed. We don't go here" (6:12). When the setting is discussed in the classroom, it is possible to have the students elaborate on the reasons for why the setting in the black neighbourhood is described as poor and dangerous. One may show the class how this is linked to how the sociopolitical economic system of sovereignty in the US benefits white people (DiAngelo, 2018, p. 30).

Another example of white privilege is when the white students skip class to protest against the killing of Khalil. From Starr's white friend Hailey's comment it is clear what her motivation is: "Where have you been? Everyone's ditching, girl. Come on. Let's go" (1:03:54). Hailey does not show outrage, she is only interested in getting some free time. As

Starr understands the intention of her school friend, she runs from the school and has to deal with her mother's reaction: "So, just cause some dumb, privileged white kids skip class, you think it's okay for you to leave school too?" (1:06:49). Starr realizes that Hailey and the other white students at Williamson High are ignorant of the struggles of others and it is easy to take part in a protest as long as one keeps within one's own community. This is a scene that allows for a discussion in the classroom about how difficult it may be to see oneself in the light of privilege. The last scene to be presented is when Starr has a conversation in the car with her white boyfriend Chris about white privilege:

Chris: But black, white..nobody gives a shit. We're all the same.

Starr: But we're not. Ya'll wanna act black, but you get to keep your white privilege. You think playing ball and jumping in some lame-ass Williamson cypher makes you understand what it is to be black?

Chris: Starr, I told you, I just don't see colour. I see people for who they are. The exact same way I see you.

Starr: If you don't see my blackness, you don't see me.

This conversation shows how difficult it may be to understand one's own privileged situation. Students may recognize themselves in Chris, as he comes across as a person who holds positive attitudes. Chris is quite clear about himself not being racist as he claims not to "see colour" (1:25:32). However, saying this reveals that Chris' underlying worldview is somewhat ethnocentric. Although he seems to accept cultural differences, he lacks the ability to see different cultures as equally complex (Bennet, 2004, p. 74). Starr makes it clear that not even Chris understands how he is privileged. This scene may help students understand the importance of checking one's own privilege. As Oluo (2019, p. 63) states, the lack of disadvantages in one's own life may keep one from understanding the struggles of others. This lack of understanding may even contribute to making the struggles become more difficult for those who are facing them. Starr helps Chris check his privilege, thus making him become aware of his white frame of reference and advantages as a white person.

### 4.3 Didactic implementation

Lesson	Learning goals
<b>Pre-work lessons</b> Historical background: Civil Rights Movement Black Lives Matter Movement The situation today	The students gain knowledge about the history of African Americans. The students are able to link events from the past to the present. The students are able to connect history to the story of <i>The Hate U Give</i> .
<b>Project day:</b>	
<b>Lesson 1</b>	The students are able to define intercultural concepts: culture, stereotypes, prejudice, racism, white privilege. The students are able to recognize/find evidence of these concepts in their own society and in their own life.
<b>Lesson 2-6</b> Film study	The students are able to identify situations in the film that reveal examples of stereotypes, prejudice, racism and white privilege. The students develop their ability to be active viewers of film.
<b>Lesson 7-8</b> Discussion in groups	The students are able to listen and give feedback to their classmates' comments and opinions. The students are able to share knowledge and discuss examples of stereotypes, prejudice, racism and white privilege.
<b>Post work</b> Reflective writing	The students are able to recognize and identify stereotypical, prejudicial and racial attitudes and behaviour by analysing scenes in <i>The Hate U Give</i> . The students are able to reflect on their own attitudes and opinions and discuss the possibility of change and attitude.

#### Pre-work

#### Lessons 1 and 2

Before going ahead with the film study, the students need to have knowledge about the history of African Americans. The first double lesson is spent on background, focusing on the *knowledge* component of intercultural competence. Knowledge helps the students to better understand the issues in the film. In addition, some students probably have knowledge or experience that they can relate to and draw upon that may help them interpret new knowledge (Byram, 1997, p. 37). Knowledge is important in order to prevent misunderstanding and help students understand how some of the actions in the film are examples of prejudice and racism.

The PowerPoint presentation (Appendix VI) works as a teaching tool. It provides the class with quotes, facts, YouTube videos and questions, and allows for the students to be involved and participate in discussions throughout the whole lesson. First, the students discuss the issue of equal opportunity in the US, followed by a discussion of a Barack Obama quote (2014, slide 3):

Now, as a nation, we don't promise equal outcomes, but we were founded on the idea [that] everybody should have an equal opportunity to succeed. No matter who you are, what you look like, where you come from, you can make it. That's an essential promise of America. Where you start should not determine where you end up.

While discussing this, the teacher has the students reflect upon the gap between the promise and the reality of equal opportunity in the US. As the promise of equality goes far back historically, the students are introduced to the content of the Declaration of Independence of 1776: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness!" (Slide 4). This is followed by The Emancipation Proclamation of 1863, with specific focus on the 13<sup>th</sup> Amendment that states

that slavery shall not exist in the US (Slide 4). The rest of this lesson focuses on the Civil Rights Movement by learning about some of the events that led up to The Civil Rights Act of 1964 (Slides 5-14). The students watch YouTube videos from these events that serve to spark individual reflections and discussions in groups and in class. The videos present the harsh reality of the brutal treatment of African Americans towards their fight for freedom. They allow students to critically reflect upon what is happening while analysing their own values and attitudes, thus developing the ability to show empathy and gain critical cultural awareness (Byram, 1997).

The second double lesson continues the preparation. The students are given a lecture about the Black Lives Matter movement and its purpose, which is to protest against the inequality and racism that still exist in America (Slides 16-22). The actions of the BLM movement play an important role for the development of the story in the film. Therefore, part of this lesson is spent on connecting what the students learn about the movement to the film, with special focus on how the main character Starr decides to use her voice as a weapon against inequality and racism (Slides 24-27). The students are also introduced to the concept of white privilege, and they are asked to discuss how one may change people's minds about the vision of white supremacy in society (Slide 23).

### **Project day**

Throughout the school year, the class has five schooldays where they have English for eight lessons. This allows for the teacher to have longer projects that normally require many days. However, a whole day of English might be challenging since it calls for a variety of methods to keep the students' attention. In this case, though, the class consists of motivated students in upper secondary school, general studies (VG1), and the level of the students range from average to above average. Several breaks are included throughout the film study to help them stay focused.

### **Lesson 1**

The class is introduced to the intercultural concepts that will be important when studying *The Hate U Give*. First, the students spend some time reflecting on how they understand the concepts and how they might be visible in their own society. This is first done individually, then shared in groups as the class is comfortable with group discussions. The teacher observes the group discussions and participate by asking questions or provide comments. Then, the teacher wraps up the discussions by summarizing the points made by the groups. Finally, the

teacher has a lecture on the concepts that invites the students to participate in a discussion on how to combat prejudice and racism. (Appendix V). Learning about the concepts concludes the preparation needed for the film study. Preparation expands their knowledge and help students to be open and curious so that they might see things from different perspectives. According to Byram et al. (2002, p. 11), holding intercultural attitudes is considered the basis of intercultural competence.

### **Lessons 2-6**

These lessons are spent studying the film. The film lasts for approximately two hours, though 5 lessons are used since the teacher pauses the film to give the students time to reflect and take notes, in addition to having breaks. The students are placed in a half circle close to the screen to help them stay focused, and it calls for students to pay close attention to details in the scenes and be active viewers. This is in line with the viewer-response approach developed by Teasley and Wilder (1997), and the method allows students to write down their immediate responses that will be used in group discussions. They are provided with a viewing guide (Appendix IV) that divides the film into five chunks, each containing tasks that point to situations in the film that reveal stereotypes, prejudice, racism and white privilege. According to Teasley and Wilder (1997), the chunk should function as a chapter of the film or as “divisions based on meaning” (p. 55). The duration of the chunks ranges from 20 minutes to an hour, depending on the scenes. In the viewing guide, each chunk has between three to five questions. There is no discussion, only individual reflections and notetaking. It is important that students’ immediate responses are not influenced by the teacher’s nor the classmates’ opinions, rather they need to be able to trust their own interpretations and become creative and responsible readers of film (pp. 48-49).

The viewing guide contains pictures and questions to some selected scenes. The pictures help the students remember the scene and by responding to the questions they learn to support their opinions with evidence from the film (1997, p. 50). Some of the tasks check the students’ interpretations and understanding of different incidents. To exemplify, the first minutes of the film show the scene when Maverick gives advice to his children about how to be prepared for traffic stops, and he introduces the Black Panthers’ Ten Commandments as the rules they have to live by. The students are asked to explain what is happening and give their response to this. For the scene when Starr witnesses Khalil’s murder, the task is to explain what happens and reflect on why it ended the way it did. Other tasks have the students describe their reactions and feelings towards certain issues in the film. The tasks in the viewing guide help students see how speech and action may be evidence of prejudice, racism

and white privilege. The film study aims to help students gain knowledge about the situation for African Americans and facilitate critical cultural awareness and a possible change of attitude.

### **Lessons 7-8**

The class is divided into groups where they share their interpretations and reflections. Having prepared by taking notes may make them confident in expressing their opinions in the groups. The students discuss how the scenes show examples of the specific concepts and discuss to what extent the film helped them understand the causes and consequences of stereotyping, prejudice and racism. Furthermore, the students discuss to what extent the film succeeds in portraying the issue of racism and finally consider the story's relevance for young people in Norway. The group discussions help students learn to listen to the reflections of their classmates and develop their ability to respect other people's opinions. In addition, it allows them to challenge their own views and perhaps change their own perspectives and attitudes. For the remainder of this lesson, the groups come together and share their reflections and opinions to the rest of the class, allowing new discussions and questions.

### **Post-work**

#### **One lesson**

The week after, each student writes a reflective text guided by some questions about what they might have gained from the film project (Appendix VIII). The questions range from how they understand the specific intercultural concepts and how these are visible in the film, to questions that have them reflect upon if the film helped them develop a greater understanding of the concepts. Inspired by Teasley and Wilder's viewer-response approach (1997, p. 67), the students are asked to explain to what extent the film affected or changed them in some way. The final question allows for the students to share opinions on the film and the project. A selection of answers from the reflection texts will be analysed in chapter 5 of this thesis.

## 5 Results and discussion

### 5.1 Introduction

This chapter presents the findings in a selection of the students' reflections and opinions about working with film in order to learn about specific intercultural concepts. The reflective texts that the students wrote after the film project serve as the main source for analysis and discussion (Appendices IX-XIV). In addition, responses from the class discussion serve as supplements (Appendix XV). For the reflective text, the students first answered one question about their knowledge of the concepts; stereotypes, prejudice, racism and white privilege. Next, they answered two questions about how these concepts were visible in the film. The analysis investigates to what extent the students have developed their knowledge and understanding of the concepts. The last three questions ask the students to share what they have learned from the film, and whether the film affected or changed them in some way. Has their work with the film succeeded in creating self-awareness and developed insights into another culture and an understanding of other people's worth (see Samovar et al., 2017, p. 395)? The students' feedback will be examined in light of Byram's (1997) model of intercultural competence, that involves *knowledge, attitudes, skills of discovery and interaction, skills of interpreting and relating, and critical cultural awareness*.

Furthermore, the analysis aims at finding out to what extent the students have become more interculturally sensitive. In this analysis, I follow Bennett (2004, p. 73), who claims that being interculturally sensitive is more than holding positive attitudes towards people, rather it means to have the ability to see everyone as equal.

Each question will be presented and discussed in turn, and students' responses are quoted verbatim without language corrections, to keep the students' original voices.

### 5.2 Results and discussion of the reflective text

**Question 1:** Write about how you understand these concepts: Stereotypes, prejudice, racism, and white privilege.

Three weeks prior to the project, the class was asked to write short answers about how they understood the concepts above. The basic idea was to map the students' level of prior

knowledge about the concepts. The findings of the students' prior knowledge compared to their knowledge after the project is presented below.

## **Stereotypes and prejudice**

Byram et al. (2002, p. 27) state that prejudice is to pre-judge other groups or individuals based on stereotypical assumptions. However, stereotype and prejudice are related concepts that are difficult to separate. When analysing the students' responses, it is therefore more useful to analyse the two concepts together, and at the same time study to what extent the students managed to distinguish between the two concepts. Below are some examples of students' prior knowledge (Appendix VII):

**Student XIII:** Stereotypes are simplified ways of understanding humans and groups. One might have the impression that everybody with the same nationality have the same personality, behavior and mindset. Prejudice is a thought about persons or groups, which one have before getting to know them. As the name states, you judge them before anything else. It can be based on nationality, skin color, sexuality or gender.

**Student XVIII:** Stereotypes are generalized beliefs about certain groups of society. They are also a form of expectations we expect from certain groups. Prejudice are negative beliefs about someone without any actual reason or experience. They can often turn into racist and discriminative behavior.

**Student III:** Stereotypes: A simplified version of a type of people. Often inspired by reality, but over-exaggerated. Prejudice: [not answered]

**Student V:** Stereotypes: is how you think people is based on where they come from, religion, skin color or other things, you are often taking many people under the same 'brush' because you don't have the knowledge to know how they are. Prejudice: is when you for example say that all people from Norway are good on ski, that is not true but some people are. A prejudice is sometimes true but it is not true for everybody you say it about.

**Student XV:** Stereotypes: expectations based on a persons apperans or background. Prejudice: negative expectations based on a persons background or appearance.

Stereotyping is when people organize their knowledge about people into simplified categories (see Samovar et al., 2017, p. 389). Student XIII describes stereotypes as "simplified ways of understanding humans and groups", adding that a stereotypical mindset has to do with believing that people from the same group "have the same personality, behaviour and mindset". Similarly, student XVIII writes that stereotypes are expectations people have about people based on "generalized beliefs", while student II expresses that stereotypes may be "inspired by reality, but over-exaggerated". As shown, the students understand the meaning of stereotypes. However, the responses about prejudice show that the students cannot pinpoint this concept. This is very understandable, stereotyping and prejudice



often overlap. The most important thing is for the students to see that stereotyping and prejudice go hand in hand, and may create the basis for racist actions. Some students understand prejudice as stereotype, as for student V: “when you for example say that all people from Norway are good on ski, that is not true but some people are”. Student III has not explained prejudice at all. However, many of the students see how stereotypes and prejudice are related, and describe prejudice as a negative stereotype. To exemplify, student XV writes that prejudice is “negative expectations based on a persons background or appearance” and student XVIII explains prejudice as “negative beliefs about someone without any actual reason or experience”. This tallies with what Samovar et al. (2017) state that prejudice is generalized attitudes and negative feelings about others based on “little or no factual experience” (p. 392). The same student writes that prejudice “can turn into racist and discriminative behavior”, and thus shows an understanding of how prejudice can have serious outcomes. How serious prejudice is, is also described by student XIII who states that prejudice is about judging people “based on nationality, skin color, sexuality or gender”. The students’ responses to question 1 about stereotypes and prejudice after the project reveal some interesting findings. Here are some examples (Appendix X):

**Student 5:** When one has a predetermined belief about how a group of people is or act, you have a stereotype. Stereotypes could be both positive and negative. Prejudice is closely related to stereotypes, but more often with increased negativity. An example of prejudice is believing every person from a certain group of people is criminal.

**Student 7:** Stereotypes are beliefs of a group of people. Often based on factors like nationality, sexual orientation, and race. If it is an unfair and unreasonable opinion or feeling, often from not enough knowledge and it turns to prejudice. Prejudice are for example negative attitudes and stereotyped beliefs about members of a group.

**Student 10:** A stereotype is the way you look at a group of people based upon how they look on the outside or from things you have heard about the group of people. What you think may be untrue or only partly true. Stereotyping people is a type of prejudice because what is on the outside is a small part of who a person is. Prejudice is an unfavourable opinion or feeling formed beforehand without knowledge, thought or reason.

**Student 13:** Stereotypes are simplified images of members of a culture. It may be both positive and negative. An example is that all Norwegians are born with skis on their feet. Stereotypes might help us to understand other cultures, but it may also be quite dangerous if one cannot see every person as an independent individual. Prejudice is a further development from stereotypes. Which includes judging people, whom one do not know, based on ethnicity, skin color, sexuality or gender. Prejudice thoughts are quite common among human beings, due to xenophobia. Although, thought are not dangerous and can be changed. By focusing on having and meeting people with an open mindset prejudice might not be such a serious issue in the future.

After the project, many of the students’ descriptions of stereotypes mirror their earlier responses. However, some seem to have expanded their explanations by going more into detail and using more advanced vocabulary. To exemplify, student 5 writes that stereotyping

has to do with predetermined beliefs, and that stereotyping can be both negative and positive. Furthermore, this student understands that prejudice is “related to stereotypes but more often with increased negativity”, and thus separates between the two concepts. The student provides an example of prejudice as “believing every person from a certain group of people is criminal”. Although the student seems to understand how stereotypes and prejudice are related, this example reveals the way in which the concepts overlap, something that is very understandable.

Student 7 expresses that stereotypes have their origin in “an unfair and unreasonable opinion or feeling” and writes that this develops from lack of knowledge that “turns to prejudice”. Similarly, student 10 writes that prejudice is “an unfavourable opinion or feeling formed beforehand without knowledge, thought or reason”. The students seem to understand that lack of knowledge about other cultures and groups of people may lead to stereotypes, prejudice and racism. Finally, student 13 explains that even though stereotypes may be positive in that they help people begin to understand other cultures, there is a danger in that when using stereotypes, one treats a person as a representative of a group and not as an individual. The student continues to say that prejudice is developed from stereotypes and explains prejudice as judging others “based on ethnicity, skin color, sexuality or gender”. S/he further explains that prejudiced thoughts are “common among human beings, due to xenophobia”, and concludes by stating the importance of having an open mindset as a means of preventing prejudice.

The students’ answers reveal that the majority of them seem to have an understanding of stereotypes, both before and after the project. However, the overall results indicate that many students know less about prejudice than they know about stereotyping. Their understanding of prejudice before the project varied, and some students left the question about prejudice unanswered. Prejudice as a negative stereotype is, in fact, repeated by many of the students. However, the responses after the project show that more students seem to distinguish between stereotypes and prejudice, and many of them explain that prejudice is based in stereotypes. In addition, some of the students include how lack of knowledge may lead to stereotyping and prejudice. The results show that the students have learned something about knowledge that may be readily linked to the knowledge component in Byram’s model of intercultural competence (1997). However, even after the project the results show that the difference between stereotyping and prejudice remains vague for most students. This is not at all strange, the difference is difficult to pinpoint. What is most important is that the students have developed an understanding of the dangers of stereotyping and prejudice.

## Racism

Racism is the third concept the students were asked to explain. Their responses before the project reveal knowledge about racism, and racism is by many students linked to prejudice and racial oppression. Here are some samples (Appendix VII):

**Student V:** Racism: is when you judge people by there skin color, religion, or where they are from. When you use racism you have a bad attitude about how people are.

**Student XV:** Racism: when you let your prejudice affect the way you treat people.

**Student XVIII:** Racism is the belief that one race is more valuable than another. Racists often tend to oppress people based on the color of someone's skin.

These quotes show that the students have an understanding of racism. As presented earlier in the analysis, many students had knowledge about prejudice before the project and linked this concept to racism, as does student XV who writes that people's prejudice affect how they treat others. Similarly, student V points out that racism comes from judging people, and thus links prejudice to racism due to colour. Another example is provided by student XVIII, whose understanding is expanded when stating that "racism is the belief that one race is more valuable than another" and further explains that racism develops into racial oppression of people based on colour. One reason for students having an understanding of the consequences of racism, could be the extensive attention given to this issue through news channels and social media, in addition to seeing the consequences of racism in the students' own community. Racially motivated actions and utterances as well as opposition against these acts have become more visible in society.

After the project, racism is explained in similar terms (Appendix IX):

**Student 4:** Racism is when the prejudice thoughts become actions, when you constructively oppress people of different colour or religion based on a social system that privileges white people

**Student 7:** Racism is when these thoughts [stereotyped beliefs and prejudice] makes you act from prejudice and believing that humans can be divided in groups and races.

**Student 10:** Racism is when you have prejudice against a person or a group of people based on their ethnic group.

**Student 13:** Racism is the very last level and can be defined as discrimination towards someone based on ethnicity and skin colour. Prejudice turn into racism when thoughts and opinions develop into actions. There are both organizational and personal racism.

The students' responses about racism reveal a somewhat similar understanding of the concept and many see how racism is a consequence of prejudiced thoughts. Student 10 explains that racism takes the form of prejudice against a group of people based on ethnicity

and skin colour, and student 7 writes that racism is when one acts on prejudice and “believing that humans can be divided in groups and races”. The fact that racism is someone’s prejudice put into practice, is also expressed by student 4. However, this student adds that racism is when some people are “constructively” oppressed due to a “social system that privileges white people”. Similarly, student 13 writes that “prejudice turn into racism when thoughts and opinions develop into actions”, adding that racism can be both organizational and personal.

The quotes presented show that the students agree on the fact that racism derives from prejudice. There seems to be an equal understanding of that when people believe that one race is superior to another, it may lead to unjust treatment on the base of colour and race (see Samovar et al., 2017, p. 396). This is similar to their perception of the concept prior to the project. However, some of the students reveal an expanded understanding of the concept as they mention that racism operates on two levels. The organizational level of racism is how the system disfavours black people, while personal racism is that of everyday, prejudiced interactions many black people experience that lead to racist acts (see Oluo, 2019, pp. 28-31). Personal racism may be easier to spot as it is visible in peoples’ actions and utterances, while understanding organizational racism demands the ability to see how it works in the system. Some students reveal this understanding. While student 13 distinguishes between these two levels of racism, student 4 more specifically links racism to a social system that discriminates between races.

## **White privilege**

The last concept to be explained by the students, is white privilege. Here are some samples the students provided before the project (Appendix VII):

**Student V:** White privilege: is when people whit a light/white skin color get a benefit because of there skin color.

**Student XV:** White privilege: the power and privilege you have just for being white, the unfair advantage you’re given over other races just for your skin colour.

**Student XVIII:** White privilege is about how whites have it easier in today's society. It can for example be easier for a white person to receive a job rather than a black person, even though the black person might as well be more qualified for the job than the white person.

The samples mirror, to various degrees, all the students’ understanding of white privilege before the project. Student V describes white privilege as white people having benefits compared to black people and student XV uses the words ‘unfair advantage’ to explain the power and privilege white people have in society. None of these two students explain what

these benefits and advantages are. Student XVIII, however, reveals a more expanded understanding of white privilege, pointing as s/he does to unequal conditions in the labour market. All in all, the students are not ignorant of what lies behind the concept of white privilege, and some link it to unequal opportunities in society.

After the project, many students appear to have developed their understanding of what white privilege entails compared to the initial test. Even though the students had an idea of the concept before the project, linking it to unequal benefits and advantages, the responses now generally show a more developed understanding. Here are some examples (Appendix IX):

**Student 7:** All of this [racism] leads to something called white privilege. That is when the white people are more benefitted over the non-white people in some societies. Like having a better chance for getting a job by being white.

**Student 10:** White people often get something that is called white privilege. White privilege is the benefits white people get that most non-white people do not get. It is often hard to see for us who were born with the benefits, but for a non-white person it is normal to feel like white people have an easier way to get a goal for them.

**Student 13:** White privilege is undeserved advantages for white people, which black people do not have. This may find place in several arenas, such as education, career, banking, real estate and juridical. The society is made by white, for white. This affects the minorities living in the society and privileges the majority.

Student 7 explains that white privilege comes from racism, linking it to unequal opportunities when it comes to jobs. Student 13 calls white privilege “undeserved advantages for white people”, indicating that white people have advantages because of their colour as opposed to having earned these benefits otherwise. In addition, s/he lists many important areas in society where these underserved advantages are visible, such as education and the judicial system. Furthermore, the student claims that society is “made by white, for white” and writes that white privilege “affects the minorities living in societies and privileges the majority”. Another comment comes from student 10, who writes that white privilege is difficult to see for those who are born with benefits. This may indicate a developed understanding of the importance of checking one’s own privilege for the purpose of understanding other people’s struggles (see Oluo, 2019, p. 63). Finally, another student discusses the name of the concept:

**Student 18:** White privilege maybe has the most misleading name, this means that white people have an advantage in life because they are white. However, the problem with this word is that people with white skin is treated normal (not shot at randomly, not assumed to be a rapist or involved with drugs, not turned down for the colour of their skin), it is just that black people get treated so badly, that it seems like white people have a privilege. However, in reality, I think this is how all people should be treated, it is not a privilege to not die.

Student 18 presents an astute understanding of white privilege when discussing the name as misleading. When claiming that it should not be considered a privilege “to not die”, the undeniable truth that the student has realized, is that some people lack that privilege. The quote from this student may indicate that increased knowledge of racial issues through the film has made the student see things from new perspectives.

If one compares the students’ responses concerning white privilege before and after the project, there is a clear development. Although the students knew about the concept, the responses now show a more developed understanding as more of the students include important examples of white privilege in society. Furthermore, some of them explain how white privilege may be difficult to grasp for those who were born with advantages. This may indicate a developed insight into how white privilege works, that when one is socialized into an “internalized sense of superiority” (DiAngelo, 2018, p. 2), it may be difficult to be conscious of one’s unseen advantages.

**Question 2:** How are stereotypes, prejudice and racism visible in the film?

With this question, the students are asked to find examples of stereotypes, prejudice and racism in the film. Working with the film in this way contributes to the students’ overall learning outcome. As for answering my research questions, their choice of scenes and their explanations may yield further information about their understanding of the selected concepts.

## **Stereotypes**

For the question about how they understand stereotypes, many students provide examples that reveal knowledge of the concept. Here are some examples (Appendix X):

**Student 10:** They [black people] repeat that white people only listen to Taylor Swift and say more not so good things about how they act. White people also had stereotypes about Starr. They for example used slang when they spoke to her.

**Student 17:** Starr [...] explains how they [white students] can use slang and ‘act black’, while if she does that, she is looked at as a thug. She says: ‘Slang makes them cool. Slangs makes me hood’.

**Student 18:** One day at school when Starr and Hailey are playing basketball Hailey tells Starr that she should think of the ball as a piece of fried chicken [...] The reason Starr got upset is because this is a common stereotype amongst black people, that they eat a lot of fried chicken.

**Student 7:** Starr fearing people in her school thinking of her as a girl from the ghetto, or Starr's friend saying that a hairbrush held by a black guy in the dark would always look like a gun are examples of stereotypes. Starr's friend believing that its normal for a black guy to carry a gun are lack of knowledge.

Some students selected scenes in the film that show how stereotyping is visible within both the black and white communities. The quote from student 10 is an example from a scene where Starr is partying with her black friends and they are describing her white friends in a generalized and simplified way. Furthermore, to show how stereotypes work on both sides, so to speak, student 10 identifies stereotypical behaviour in the way Starr's white classmates talk to her: "They for example used slang when they spoke to her". Knowing that Starr lives in a black neighbourhood, her white classmates seem to believe that using slang is common for her. This is also pointed out by student 17 who explains that Starr does not use slang to avoid fulfilling the white students' stereotypical expectation of black people. Student 18 points to the scene with Starr and Hailey playing basketball to explain stereotypes. By adding Hailey's explanation for the "chicken" comment, the student signals that what may be perceived as a stereotypical slur, is not always intentional or even conscious. These students seem to have understood Samovar et al.'s (2017) definition of stereotyping, as knowledge and ideas about a social group organized into "simplified categories" (p. 389). As described in the theoretical framework, a stereotypical obstruction is when people apply what they think they know about a culture to all members of that society, leading to untrue perceptions about people (p. 391). This may be conscious or subconscious and apply to what student 18 describes in the comment about the fried-chicken episode. Moreover, stereotypes are difficult to change and tend to survive when people stay within their in-group, as does Hailey. When asked to describe character-development in the film during the class discussion, many students expressed that Hailey was the one who did not seem to be able to change her perceptions about racial issues (Appendix XV). One student explained that the last scene is proof of Hailey's lack of change as she keeps to her white friends in the cafeteria, while Starr hangs out with the people who see and accept her colour (2:03:20). Another finding is how student 7 connects stereotypes to lack of knowledge. This indicates that the student has understood that knowledge is important in social interactions, thus demonstrating the *knowledge* component of Byram's model of intercultural competence (1997, p. 35).

In the film, there is a scene where Starr and Hailey are having a conversation, and Hailey is expressing racial assumptions about people from Starr's neighbourhood, claiming that they deal with drugs. Student 1 writes about the scene:

During a conversation with Starr, Starr asks her [Hailey] if she thinks she [Starr] is different. Hailey says that she does think that she is different, and this means that she has prejudice towards other black people and that she thinks most black people are criminals apart from the one she knows.

The student chooses this scene to explain how Hailey generalizes black people as a group when expressing that it is common for black people to be criminals. S/he writes that Hailey "thinks most black people are criminals apart from the ones she knows", revealing Hailey's negative, stereotypical assumptions of black people while at the same time considering Starr to be different from the rest. Student 1 has gained insight into the fact that not everyone from the same culture is the same, and s/he furthermore seems to understand that it cannot be assumed that the one person one actually knows from a group, is an exception to the rest. However, the student uses the word prejudice to describe what is being observed here, and thus reveals how difficult it is to distinguish between stereotypes and prejudice.

The examples above mirror what most students know about stereotypes. They seem to have achieved knowledge about the concept and developed an understanding of how stereotypes are played out in life. Still, the quote from student 1 indicates that it is difficult to distinguish between stereotypes and prejudice. Byram et al. (2002) state that a prejudiced person is pre-judging others based on "stereotypical assumptions or ignorance" (p. 27). The fact that prejudice is rooted in stereotypical assumptions explains why it is not always easy to differ between stereotyping and prejudice. However, with prejudice, stereotyping has escalated into feelings of superiority.

## **Prejudice and racism**

When writing specifically about prejudice many students treat the concept together with racism (Appendix X). As described in the theoretical framework, racism is connected to stereotyping and prejudice, and according to Samovar et al. (2017), racism is the belief that one race is superior to another. This leads to unjust treatment based on colour and race (p. 396). Many students write that prejudiced thinking leads to racist acts, and they especially mention scenes where the police are involved. One student includes the scene where a police



officer admits that he thinks it likely for a black man to have a gun. S/he reflects on the police officer's comment like this:

**Student 18:** [...] he [The policeman] admits that [...] it would be more likely for the black man to have a gun. This prejudice escalates to racism when a white cop shoots and murders Starr's friend. The cop acted out on his own prejudice, and it became racism with fatal consequences.

Student 18 states that the policeman is acting on prejudice and understands that the actions by the police are racially motivated. However, what is unclear, is to what extent the student understands that the actions of the police come from a stereotypical belief that all black men carry guns. As stated earlier, stereotypes and prejudice often coincide and are difficult to separate. The next quotes from other students also show uncertainty about the difference between these two concepts:

**Student 1:** The greatest example of racism in this film is probably when Khalil got shot. The police officer obviously had prejudice towards black people and thought they are all criminals and have guns. So, he shot Khalil because he had a prejudice that said that all black people have guns. In other words, this was racism because he acted based on his prejudice.

**Student 11:** On the scene where they are eating food at the restaurant and their father gets in trouble, this is prejudice. The police thought he was a criminal or had a gun, just because of the way he looked. If he was white this would maybe not happen.

In the first quote, student 1 uses the word prejudice when in fact referring to a stereotype, which is that all blacks are criminals and have guns. Still, the student makes a valid observation when expressing that the outcome of the incident is an act of racism. Similarly, student 11 identifies the incident at the restaurant when Starr's father, Maverick, is searched and held to the ground as an act of prejudice. The student explains that the police believed Maverick to be a criminal just because of the way he looked. However, it is not clear if s/he understands that the police's actions are rooted in stereotypical assumptions that are partly based in fear.

Finally, findings show that some students understand how racism operates on a systemic level, especially concerning the power of the police. Student 17 writes about systemic racism in the film like this:

Maverick, Starr's father, is teaching them what to do if they are stopped by the police. This demonstrates how even though America is supposed to be equal, there is still systemic racism allowing black people to be scared every time they talk to police, even though they have not done anything wrong. This is confirmed later in the movie, when Starr's friend Khalil is shot and killed by the police during a traffic stop.

This student points out the scene where Maverick teaches his children how to act in case of traffic stops or other situations where they might be asked to show ID. The student understands that knowing how to behave is necessary due to systemic racism in society and links the conversation between Maverick and his children to the scene when Khalil is murdered. Prejudiced beliefs may influence people's actions. Furthermore, when people in powerful positions act on their prejudiced beliefs, the consequences may be fatal. In this case, the students' responses reveal their understanding of how the police use their power to act on stereotypical and prejudiced assumptions. This is easily observable in the film, as the incidents mirror current events of police brutality enforced by white police officers towards African Americans. However, as Oluo (2019) states, prejudice and racism operate on both the systemic level and the personal level (pp. 28-31). Many students reflect on incidents in the film that reveal personal prejudice and racism. One of these issues is interracial relationship. Student 10 writes:

When Starr kissed Chris in the hallway, there were two girls giving them mean looks. This is a good example of prejudice. They judged them for being together because they weren't the same race.

The example presented by student 10 explains how Starr and Chris are being judged for being involved with each other. The student considers this as prejudice due to the fact that Starr and Chris are being judged for it. Not allowing interracial relationships in some societies is an act of systemic racism. However, not accepting interracial relationships in societies where it is in fact legal, may be considered an act of prejudice and personal racism.

To sum up, the students' responses reveal that they have gained knowledge and understanding of the concepts. However, the examples that the students have chosen also reveal that some of them find it difficult to distinguish between stereotypes and prejudice. Even though it is possible to differ between the concepts prejudice and stereotype in theory, in real life, this is in many instances near impossible. This being said, the students give relevant examples that show the consequences of stereotyping and prejudice, and they seem to understand how prejudice can lead to racist actions on both systemic and personal levels.

**Question 3:** How is the idea of white privilege visible in this film?

This question asks the students to find evidence of white privilege in the film. Before the film study, the class learned about the term *white supremacy* as a sociopolitical system that separates races into categories (DiAngelo, 2018, p. 30). They learned about the structural system of white power and why white people are privileged in many areas of life. The students provided varied examples of white privilege in the film. Here are some responses (Appendix XI):

**Student 1:** Just the fact that the neighbourhood where the black people live and the neighbourhood where the white people live are so different, is white privilege itself. It is the same about the schools. This just shows that white people are born to succeed, while black people have it much harder and has a way more difficult way in life to take if they want to succeed. This is also showed by the fact that they keep repeating in the film that going into the drug business was the only way for the black people to actually make a living.

**Student 8:** When we see the shooting were Khalil got shot, we see a white police officer who after the shooting wasn't convicted for the murder of Khalil. In my opinion this is an example of white privilege because he is in a way being favored by the court, jury and judge.

**Student 18:** [...] her boyfriend, Chris, is also an example of white privilege. All the times we see him driving around with Starr in his car, he never gets pulled over. Also, Starr and her brothers had to learn from an early age what to do when they would interact with a cop, because their father knew that they would often get stopped because they are black.

**Student 11:** When Khalil died many people started to have protests [...] sadly not for the right reasons. They just wanted to get out of a chem test. One can think that this shows privilege because they do not need to protest for their lives. If they cannot see the problem in that situation and stand up to what is right, they are very privileged.

Most of the students connect white privilege to racism in the system, and the setting of the film is frequently pointed out as an example of inequality due to race. As Dovidio et al. (2010) explain, racism reveals itself in an organized system of privilege that causes unequal opportunities in life, often linked to race (p. 312). This is what student 1 has discovered when pointing out the differences in the black and white communities concerning living conditions and schools. Furthermore, going into the drug business is explained as one of consequences of growing up in a poor neighbourhood with few opportunities. The student expresses that while many black people are forced into crime due to lack of work and money, white people have a better chance of succeeding. Noticing inequality and linking it to lack of opportunities for black people indicates that the student has understood the consequence of racial inequality.

To show how white privilege favours white people in the system, student 8 points out the scene with the white police officer who was not convicted for the murder of Khalil. The student explains that it is white privilege because the police officer was “being favoured by the court, jury and judge”. This seems to be a comprehensible example of white privilege for many of the students. Having learned that the organized system of power in the US privileges white people because the institutions are mainly controlled by white people (DiAngelo, 2018, p. 31), may have helped the students comprehend this better when seeing it happen in the film.

The film mirrors real life in how the police treat black people, especially concerning traffic stops. As presented in the theoretical framework, statistics show that black drivers are more likely to be pulled over, arrested and shot by the police than white drivers (Montgomery, 2016). A good example of how the system privileges white people is provided by student 18, who points out that Starr’s white boyfriend is never pulled over by the police. To contrast this, the student mentions that Starr and her brothers had to learn how to handle situations with the police in case of traffic stops. This may indicate that the student has developed knowledge and understanding of white privilege.

Finally, student 11 presents an example of white privilege that is more difficult to spot. S/he explains that Starr’s white classmates join a protest to skip class, claiming that it shows how the students are ignorant and privileged because what has happened to Khalil does not really concern their lives. The student writes that the white students join the protest “for the wrong reasons” and claims that a privileged person finds it difficult to understand less privileged people’s situations.

The selected scenes show how white privilege is visible in the system and how people are influenced by this in their lives. The students’ answers reveal that the film has helped them spot white privilege in the system, as well as to see how white privilege may be unconsciously present in people’s lives. Some students express that people who are born with benefits may find it difficult to understand others’ lack of privilege. White privilege may be difficult to comprehend unless one is part of a less privileged group. The results indicate that the students have achieved some knowledge about the structural system of white power and seem to understand the importance of knowing their own privileges, in order to understand other people’s lack of privileges, and subsequent suffering.

**Question 4:** Did the film help you develop a greater understanding of stereotypes, prejudice, racism and white privilege? If so, in what way has this awareness changed the way you look at things now?

The analysis of the first three questions investigated the level of knowledge concerning specific intercultural concepts, and thus focusing on the *knowledge* component of Byram's model of intercultural competence. However, the thesis also aims to find out to what extent the students feel that the film project has helped them develop a greater understanding of the concepts and changed their awareness of racial issues. Here are some examples (Appendix XII):

**Student 5:** The film shows good situation of how unfair and unequal racism and prejudiced thoughts makes us, and how white privilege is real. It made me more aware of how negative these thoughts are, and how badly a person with the power of the situation could make it for a person he has prejudiced thoughts about.

**Student 13:** The movie did undoubtedly give me a greater understanding of these elements and their causes and consequences. It was fascinating to see the development and different stadiums of what seems to be the same issue. It starts with stereotypes, then comes prejudice and it all ends with racism. Also, the portraying of white privilege was very good and educational. With this new and better understanding, I find it easier to recognize situations which include some of the elements.

**Student 17:** It really gave me a new understanding of prejudice and racism both personally and systemically. I had seen the movie before, though, so I might not have gotten an "Aha"-experience while watching the movie this time, but it helped me strengthen my comprehension on the subject. Onwards, I will probably be more aware of these things in my everyday life.

**Student 3:** The film did not help me understand racism, prejudice or stereotypes better, but it helped me to understand how big of a privilege white people can have without even knowing it. I have always known about white privilege and that it exists, but I did not know that it could make such a big difference in someone's life. The film really showed how some black people in the US might live, and how that affects their whole life. When someone grow up in a poor area, it is really difficult to get out of that community and make your life different than your parents, especially in the US or poor countries.

The results from the reflective texts reveal that the majority of the students feel that the film project, in various ways, has improved their understanding and increased their awareness.

Student 5 explains that the film has increased his/her awareness of the consequences of prejudiced thoughts, especially if the prejudiced person has power. Many of the scenes that the students described, were examples of systemic racism enforced by people with power.

The student's understanding of racism seems to have been developed as s/he sees how severe the consequences are if a person with power acts on prejudiced beliefs.

A developed understanding of prejudice and racism is demonstrated in the quote from student 17, who has learned that racism operates on two levels. The student writes that the film provided a "new understanding of prejudice and racism both personally and systemically". The student further explains that although s/he had watched the film before, the film this time strengthened his/her understanding, adding that the film project will make the student be more aware of racial issues in the future. This indicates that the student has developed the intercultural component of *attitudes* of Byram's model of intercultural competence (1997, p. 34) as s/he sees the importance of avoiding stereotypes and prejudice in the future.

Student 13 answers that the film has provided a greater understanding and sees how the concepts are related when stating that stereotypes can develop into prejudice and racism. Moreover, the student expresses that "with this new and better understanding, I find it easier to recognize situations which include some of these elements". This shows that s/he has developed awareness of how stereotypes and prejudice occur in many situations, even in his/her own life. The ability to see things from different perspectives and even being aware of one's own prejudice, demonstrates the *attitude* component. Stating that increased awareness improves an understanding of stereotypical and prejudiced behaviour in future encounters, indicates a change in attitude.

A few of the students write that the film did not increase their knowledge and understanding of the specific concepts. One example is student 3, who writes that the film did not help him/her understand the concepts better. However, the student expresses that the film taught him/her that white privilege is often unconsciously present in people's lives and explains that lack of privileges has serious consequences for people. This indicates that even though the students had knowledge before the project, s/he has become more aware of the impact lack of privileges has in people's lives. Similarly, another student describes an increased awareness of what racism really is and how it often comes from prejudiced thoughts that one was unconscious of. When someone interprets newly achieved knowledge and later uses it to understand and solve new situations, one may say that one holds the *skill of interpreting and relating*, which is the third component of Byram's model. This component was also demonstrated during the class discussion after the film, when some of the students expressed that the film had made them become more aware of the reality of racial issues (Appendix XV). Many of them agreed on the importance of using the new knowledge they

had achieved to change things in the future. To add to this, one of the students' written feedback mirrors this discussion: "I have always been against racism, but after watching this film I want to make a change. It helped me understand how important it is for this generation to make the world better and more equal for the people in the next generation" (Appendix XII)

To sum up, the student feedback indicates that *The Hate U Give* has increased the students' understanding of the consequences of stereotypes, prejudice, racism and lack of privileges. Furthermore, they seem to have developed a critical awareness of their own values, beliefs and privileges. Moreover, the results indicate that the film project has led to a change in *attitude* and developed their *skill of interpreting and relating*. Many of the students express that new knowledge has affected their interpretation of how people speak and behave, and they claim that it will influence their future encounters. However, proving a change in attitude is not necessarily an easy task, as it is impossible for someone to know what is hidden inside a human being. According to Thein, Beach and Parks (2007), a change in students' attitudes may be measured through "an increased willingness to try on different perspectives" (p. 55). From the students' feedback and engagement one can only assume that there is a change in attitude.

**Question 5:** Did the film affect you or change you in some way? If so, how?

This question has the students reflect more upon to what extent *The Hate U Give* affected and changed them. The students' feedback is varied and some of the students did not answer the question at all. Some students reply that the film did not really change them as they already were concerned about racial issues. However, what many of the students do express, is that the film to a large extent affected them and developed their understanding of racial issues. Here are two examples (Appendix XIII):

**Student 13:** After watching the movie, my perspective has not changed a lot, because I already had an anti-racist mindset. Although, I am now more aware of both my own behaviour and the behaviour of people I am surrounded by, because it is easier to spot the different elements, after seeing so many examples in the film. I would like to answer that it has not changed my opinions, but it has changed my awareness. I do now have a greater understanding of the racism issue and is therefore more aware of small similar situations in my own everyday life.

**Student 12:** The film did affect me, and I got both sad and mad watching it. I know people treat each other bad and so but watching it and watching the consequences of what can happen when we look different because of race makes me really mad. I just can't understand how people think it is okay to treat other people badly. In my opinion everyone should be treated equally, no matter what race.

In the first quote, student 13 explains that the movie has not changed his/her perspective and opinions of racial issues, but it has provided a greater understanding. To exemplify, the student claims that learning about the concepts through the film has increased an awareness of how people behave, including “small similar situations in my own everyday life”. Although the student claims to not having changed, s/he describes an increased awareness of his/her own behaviour. This may, in fact, indicate that a change has occurred, resulting in developed critical reflection and independent thinking. This change demonstrates Byram's component *critical cultural awareness* (1997, p. 53). To be interculturally competent, a person needs to have the ability to reflect upon what is happening in relation to own behaviour and attitude. This is what student 13 does when expressing that examples of concepts in the film has made him/her analyse his/her own and other's behaviour.

Student 12 writes that although s/he had knowledge about how people treat each other due to race, the consequences of racial inequality in the film affected his/her emotions. The student claims to have become more aware of the consequences of racism and finds it difficult to understand the reason behind unequal treatment. S/he adds that everyone should be treated equally “no matter what race”. One may draw from this that the student has changed his/her perspectives and has developed the *skill of interpreting and relating*, which is the fourth component in Byram's model of intercultural competence (Byram, 1997, p. 37). The student draws upon existing knowledge and interprets newly attained knowledge of the consequences of racism.

Similar to the student feedback above, other students write that the film has made them understand the consequences of stereotypes, prejudice and racism, and they express that the film has affected how they understand their own actions and how prejudiced behaviour affects other people. Some students point to how different incidents in the film had made them sad



and angry. To only have knowledge about racial issues does not make a person intercultural competent. One needs to understand how prejudiced behaviour affects others to be able to allow changes in oneself. When students express that unfair treatment affected their emotions, it may prove that a change has occurred as they have become more aware of how their own behaviour affects others.

This question asked students to reflect upon a possible change in themselves, and the answers reveal different results. What has changed is not necessarily their opinions about racial issues, but merely their understanding of the consequences of racist acts, including themselves. This is a significant change that may indicate a developed intercultural competence and intercultural sensitivity in the students.

**Question 6:** Do you have any further comments to this film project?

The final question asks the students to give their opinion about the film project. The majority of the students found the project to be important, interesting and educational. In what follows, some of the students' feedback on the film project will be presented (Appendix XIV):

**Student 1:** When I saw the film for the first time back in May, I had not really learned anything about stereotypes, prejudice, racism and white privilege yet, so I did not really pay so much attention to these things. Also, we did not study the film then, we just kind of watched it for fun. However, when I studied it this time when I had learned about all these different things, I paid much more attention and developed a greater understanding of stereotypes, prejudice, racism and white privilege. On the other hand, when I watched the film for the first time, I did develop a greater understanding of the situation in the United States in general.

**Student 5:** In my opinion, this film project was fun, different, and a more enjoyable way of learning. I think it made me learn more than I would have learned through a more traditional way of studying.

**Student 9:** Although I had seen the film earlier it was interesting to see it again because I observed many different things, I did not have the opportunity to do the first time.

**Student 11:** Because of the way we studied the film we got to learn a lot more than we would if we just watched it normally.

**Student 12:** It makes you understand things around racism and privilege more easily than just reading about it.

Student 1 writes that his/her previous experience with film in school is that it is used for entertainment and learning about history. However, the student expresses that studying the film after having learned about the concepts increased his/her attention to the specific concepts in the film, and thus developed "a greater understanding of stereotypes, prejudice,

racism and white privilege”. Similarly, student 11 agrees to having learned more due to studying the film, as opposed to “watching it normally”. Furthermore, student 5 writes that s/he learned more using film than during traditional learning, while student 9 mentions that the film project allowed the student to observe details “I did not have the opportunity to do the first time”. Finally, student 12 compares using film to reading, and expresses that “it makes you understand things around racism and privilege more easily”.

The responses that these students provide about using film for educational purposes is valuable. First of all, some of the students clearly distinguish between watching and studying a film and compares the film study with earlier experience when film was merely used as entertainment or learning about history. This is in line with Drew and Sørheim (2014), who state that there is a great difference between *showing* film and *teaching* film, while at the same time emphasizing the importance of making the students become active watchers. Moreover, it is important to have students study film so that they may develop the ability to observe things that would be invisible to them otherwise (Stoddard et al., 2017, p. 59). This equals the students’ response when they state that studying film this way made them pay more attention and observe details that developed their understanding. In addition, the analysis of the students’ feedback on the learning outcome of the film project revealed that the students developed their understanding of specific intercultural concepts. Together with the comments about the use of film, one may say that by studying scenes in the film, the students have learned “to see” and developed skills of interpretation, discernment, and empathy (Stoddard et al., 2017, pp. 59-61). Student 5 mentions that the film project was a better way of learning than the traditional way, and student 12 claims that the method made him/her understand racial issues better than “just reading about it”. These comments inform us of the fact that many students are visual learners and that some find reading difficult (Teasley & Wilder, 1997, p. 4). According to Teasley and Wilder, film could be an opportunity for all kinds of students to become active learners and find themselves engaged in learning (p. 4).

## 6 Summary and conclusion

To have students develop intercultural competence is more important than ever. This is echoed in the curriculum of 2020, a developed and nuanced understanding of cultural diversity is important for students to be able to participate in a diverse world. Thus, teachers are obliged to promote intercultural competence in the classroom. The world is dependent on people's intercultural knowledge, understanding and appreciation of other cultures to combat racism. Recent events in the US, as well as in Europe, show that fighting racism is increasingly important. The revealed incidents of police brutality in the US only the last year has made people across the globe become more aware of systemic racism and how the system is designed against black people. Dealing with these issues in Norwegian classrooms is therefore crucial.

This thesis has investigated how film may be used to teach intercultural concepts to promote intercultural competence. The aim was to explore to what extent students' understanding and awareness of racial issues may be developed through a study of the film *The Hate U Give*. Students studied and discussed the concepts stereotypes, prejudice, racism and white privilege in the film. In a selection of the students' reflective texts, their knowledge and understanding of the four specific concepts have been analysed in light of Byram's (1997) model of intercultural competence. The focus has been on the components: *knowledge*, *attitudes*, *skills of discovery and interaction*, *skills of interpreting and relating*, and *critical cultural awareness*. Furthermore, Bennett's *Developmental Model of Intercultural Sensitivity* (2004, p. 62) which presents the terms *ethnocentrism* and *ethnorelativism*, is used to explain how a person may move from an ethnocentric to an ethnorelative mindset. Finally, as this project was about using film for developing intercultural competence, the analysis investigated how this project fulfilled that purpose. In teaching film as a method I drew on the viewer-response theory developed by Teasley and Wilder (1997).

The first component in Byram's model, *attitudes*, is by Byram et al. (2002) considered "the foundation of intercultural competence" (p. 11). It means that a person is open and curious and has the ability to see things from different perspectives. A person who has developed this component may be better equipped to avoid stereotyping and prejudice. To decide to what extent the students have developed or changed their attitude about racial issues is not easy. However, one may read from their answers that *The Hate U Give* has opened the students' eyes to the reality of racial issues and the results from the reflective texts may indicate that they have developed their ability to see things from different perspectives. The

students seemed to be positive and open when learning about racial issues through this film and showed both curiosity and willingness to learn and understand. Many students claim that increased knowledge and awareness of racial issues have made them better understand the causes and consequences of racism. They describe that they have become more conscious of their own prejudiced thoughts, and some students express that increased knowledge of the concepts has made them become more aware of their own and others' behaviour.

The *knowledge* component of Byram's model consists of culture specific knowledge and culture general knowledge. Knowledge of general cultural differences is necessary in intercultural encounters. People who have developed knowledge understand the roots of stereotypes, prejudice and racism and they have the ability to reflect on these issues from different perspectives, including their own. The findings from the students' reflective texts suggest that *The Hate U Give* has assisted in developing the students' knowledge about and understanding of the specific concepts. The majority of the students were able to define the terms better after the project and provided relevant examples from the film to explain the concepts. The students seem to have developed a better understanding of prejudice and more students separate between stereotypes and prejudice. However, the scenes that the students point out as examples of prejudice show that even after the project many students still struggle with distinguishing between stereotypes and prejudice. These results only confirm that the two concepts often overlap, making it difficult to actually understanding the difference in real life. Nevertheless, the findings show that the students understand the dangers of stereotyping and prejudice. After the project, the students understand that racism derives from prejudice and they provide relevant examples from the film that show how prejudiced acts are played out. In addition, the students' understanding of white privilege has been expanded and they point out scenes that reveal how white privilege function through organizational racism in addition to how it influences people's lives. After the project, many students see how it is difficult to be conscious of white privilege for those who are born with benefits.

The *skill* component is divided into *skills of interpreting and relating* and *skills of discovery and interaction*. These two components are connected. The first skill means that one is able to use one's knowledge to interpret what is happening in a culture and relate it to one's own culture. A person who holds that skill may have the knowledge needed to avoid offensive behaviour and identify ethnocentric perspectives. The second skill means to be able to use the new knowledge achieved in order to successfully participate in intercultural encounters. Without the opportunity to try out these skills in real life, it may be difficult to

decide whether someone has developed such skills. However, the analysis shows that some of the students expressed that the increased awareness of racial issues had made them more conscious of the importance of changing things in the world. One student expressed how s/he wanted to participate in making the world more equal for future generations. Thus, a change in knowledge and perceptions of the concepts has developed the students' willingness to change things. As much as a willingness to participate and change the world reveals a change in attitude, it may also to some degree show that the students have developed the *skills of interpreting and relating* and the *skills of discovery and interaction*.

To be interculturally competent, one needs to be aware of one's own cultural experiences and have the ability to show empathy and reflect upon one's own valuing of others' perspectives and values. To hold *critical cultural awareness*, one needs critical awareness and reflection, and the ability to think for oneself in a world with many cultures and numerous perspectives. The results indicate that many students have developed critical cultural awareness in that they respond that the film has changed how they think about racial issues. Many students express that unfairness and racial inequality in the film influenced their feelings and made them sad and angry. This may show that the students are able to show empathy and see other people as equal to themselves. However, it is not possible to know if this has been developed merely in the project as many of the students held similar views from before. Nevertheless, one could draw the conclusion that their critical cultural awareness has been strengthened.

The purpose of studying film is to develop students' ability to observe and interpret details and develop empathy (Stoddard et al., 2017, pp. 59-61). Furthermore, there is a difference between *showing* a film and *teaching* film, and it is important that students become active watchers of film (Drew & Sørheim, 2014). The results reveal that the students found the project to be a useful method for learning. Some students emphasise the educational value of studying a film as opposed to merely watching it, and they express how learning about the specific concepts before the film allowed them to observe details and make them better understand the consequences of stereotypes and prejudice.

The overall conclusion is that the designed film project has increased students' knowledge of the specific concepts and promoted intercultural competence. Furthermore, the students claimed to have become more conscious of their own and others' prejudiced thoughts and behaviour. This may indicate that many of the students have become more interculturally sensitive. The findings suggest that the components *knowledge, attitude, skills of interpreting and relating* and *skills of discovery and interaction* and *critical cultural awareness* have been

developed. In addition, many students felt that the film project made them more conscious of the importance of participating in making the world more just. Finally, the student feedback proved the educational value of the film as it allowed them to reflect on racial issues observed in the film.

Although the learning outcome of the film project may reveal a change in knowledge and attitude concerning racial issues, the result is difficult to measure. It seems, however, that this project has planted a seed of knowledge and understanding that will grow and develop into raised awareness and acceptance of people from other cultures in the students.

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## Appendices

### Appendix I: NSD

#### Melding

24.11.2020 11:22

Det innsendte meldeskjemaet med referansekode 995955 er nå vurdert av NSD.

Følgende vurdering er gitt:

Det er vår vurdering at det ikke skal behandles direkte eller indirekte opplysninger som kan identifisere enkeltpersoner i dette prosjektet, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet under fanen 'personopplysninger' 24.11.2020, samt i meldingsdialogen mellom innmelder og NSD. Fordi det er avklart at det ikke på noen måte skal behandles personopplysninger i forbindelse med prosjektet, trenger dere ikke en vurdering fra NSD.

HVA MÅ DU GJØRE DERSOM DU LIKEVEL SKAL BEHANDLE PERSONOPPLYSNINGER?

Dersom prosjektopplegget endres og det likevel blir aktuelt å behandle personopplysninger må du melde dette til NSD ved å oppdatere meldeskjemaet. Vent på svar før du setter i gang med behandlingen av personopplysninger.

VI AVSLUTTER OPPFØLGING AV PROSJEKTET

Siden prosjektet ikke behandler personopplysninger avslutter vi all videre oppfølging.

Lykke til med prosjektet!

Kontaktperson hos NSD: Marita Ådnanes Helleland

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

## Appendix II: Letter of consent

Til: Rektor Sveinung Valen

Fra: Rita Margrethe Olsen-Mannes

Dato: 5.oktober 2020

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I forbindelse med mitt Mastergradsprogram i fremmedspråk, engelsk, ved Høgskolen i Østfold, ønsker jeg i løpet av november å foreta noen undersøkelser i 1sta. Dette vil ta form av anonyme spørreskjema, refleksjonsspørsmål der elevene skal skrive en tekst om interkulturelle konsepter knyttet til en film og et fokusgruppeintervju uten lydopptak . Det er søkt om godkjenning fra NSD (norsk senter for forskningsdata) for å sikre at evt. behandling av personvernopplysninger er i samsvar med personvernregelverket, og det vil bli sendt ut informasjon med samtykke-skjema til foresatte for elever som er under 18 år.

Jeg ber herved om tillatelse til at dette kan avstedkomme.

På forhånd takk.

Vennlig hilsen

Rita Margrethe Olsen-Mannes

**Til:**  
**Rita Margrethe Olsen- Mannes**

### **GODKJENNING AV GJENNOMFØRING AV UNDERSØKELSE**

Vi har mottatt din søknad datert 5.oktober der du søker om å få gjennomføre en undersøkelse i 1STA. Bakgrunnen er arbeidet ditt med masteroppgaven i fremmedspråk, engelsk. Du har i søknaden skissert opp hvordan du vil gjennomføre denne undersøkelsen.

På vegne av Kopervik vgs så godkjenner jeg denne søknaden og ønsker deg lykke til, både med innhenting, bearbeiding og fremlegging av data/konklusjon.

Kopervik 06.10.2020



**KOPERVIK VIDEREĞAENDE SKOLE**  
Sveinung Valen  
rektor

## Appendix III: Teaching plan

TEACHING PLAN			
PRE-WORK			
Time Week 1	Topic	Method	Material
Lesson 1 90 min	Civil Rights Movement	Lecture about the Civil Rights Movement in context with earlier history. Class and group discussions: the videos	PowerPoint presentation that contains videos. Slides 1-15 (Appendix...) <a href="#">Rosa Parks</a> <a href="#">Little Rock school integration</a> <a href="#">Sit-Ins</a> <a href="#">Freedom comes to Birmingham</a> <a href="#">The March on Washington: Spirit of the day</a> <a href="#">Martin Luther King: I have a dream</a>
Lesson 2 90 min	Black lives matter Racial profiling and police violence	Lecture about BLM movement and racial profiling and relate it to the film <i>The Hate U Give</i> (Tillman, 2018) Class and group discussions	PowerPoint presentation that contains videos. Slides 16-27(Appendix...) <a href="#">Tamir Rice</a> <a href="#">Eric Garner</a> <a href="#">George Floyd</a> <a href="#">Oscar Grant</a> <a href="#">Driving when black</a>
PROJECT DAY Lessons 1-8			
Lesson 1 45 min	Intercultural concepts	Lecture: learn about the concepts of intercultural competence: Culture, stereotypes, prejudice, racism, systemic racism, white privilege. Discuss: How to overcome prejudice and racism	PowerPoint presentation (Appendix...)
Lesson 2-6 45+90+90 min	Film study	Study selected scenes from the film. The film is divided into five parts, from beginning to end	Film study booklet (Appendix...)
Lesson 7-8 90 min	Film study	Group discussion and follow up in class	Film study booklet (Appendix...)
POST-WORK			
Week 2			
Lesson 90 min	Writing	Write a reflective text about their understanding of the concepts and what they have learned by working with the film	Reflective writing (Appendix...)

THE CURRICULUM
<p><b>Cross-curricular topic:</b> <i>Democracy and citizenship</i></p> <p><b>Competence aims:</b> <i>Explore and reflect upon diversity and social conditions in the English-speaking world, set in a historical context. Discuss and reflect on form, content and literary devices in English, expressed through music, film and gaming.</i></p> <p><b>Core elements:</b> <u>Communication:</u> Communication means to create meaning using language and being able to use language in formal and informal contexts. The students are to make use of suitable strategies for the purpose of oral and written communication in different situations and by using different media and resources.</p> <p><u>English texts:</u> Language Learning occurs when being exposed to English texts. The notion of text is used in a wide sense: oral and written, print and digital, graphic and artistic, formal and informal, fiction and non-fiction, present and past. The texts may contain print, pictures, sound, drawings, graphs, numbers and other forms of expression that work together to express a message. Working with English texts provides the students with knowledge about and experience with linguistic and cultural diversity, and insight into indigenous people's mindset and traditions. By reflecting on, interpreting and critically assessing different types of texts in English, students should acquire language skills and knowledge about culture and society. In this way, students develop intercultural competence, so that they can relate to different ways of living, mindsets and communication patterns. Students should form a basis for seeing their own and others' identity in a multilingual and multicultural perspective.</p>

## Appendix IV: Viewing guide

### Viewing guide

November 2020

### The Hate U Give



#### Part 2 29:08-1:03:26



Starr and Maverick are having a conversation about how "the system is designed against us" (48:07). Explain what he means by that.

At Khalil's funeral, April O'neal, a lawyer with Just Us for Justice, informs that the police have no intention of arresting the police officer who killed Khalil. What do you think she means when she says: "Violence, brutality. It's the same story, just a different name"? (53:10).



The scene after the funeral when Starr, her parents and her uncle are discussing the investigation, and later when the lawyer April O'neal explains the process of a grand jury: Why are they all being frustrated about this? What do you think about it?

#### Part 1 0:00-29:07



Explain what is happening in this opening scene of the film:

Your response to this:



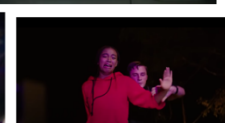
Explain how these pictures portray the two neighbourhoods that Starr belongs to.



Starr: "Slang makes them cool. Slang makes me hood" (07:24)  
Explain Starr's thoughts here and express your own response to this.



What is Starr saying in this scene?  
What is your immediate reaction to this?



"Traffic stop gone wrong". Explain what happens and discuss why you think it ends the way it does.



Part 3  
1:03:29-1:18:50



The school protest:  
Hailey: "Where have you been? Everyone's ditching, girl. Come on. Let's go" (1:03:54)  
Explain Starr's reaction Hailey's words and the whole situation. Do you understand why Starr is reacting this way?

The TV-interview:  
"I didn't know that a dead person could be charged with his own murder" (1:09:10). Why is Starr saying this?  
Explain how this might be an example of prejudice/racism.



Explain what is happening outside the restaurant and discuss how this is an example of racial profiling.



Part 4  
1:16:35-1:42:08



Chris: "But black, ~~white, nobody~~ gives a shit. We're all the same"  
Starr: "But we're not. ~~Ya'll want~~ act black, but you get to keep your white privilege".

What is the *white privilege* that Starr talks about?

Discuss what Starr means when she says: "If you don't see my blackness, you don't see me".



Explain and discuss the confrontation between Starr and Hailey. What is Hailey saying that makes Starr react the way she does?



Part 5  
1:42:08-2:06:03



April Q'rah: "We have the right to fight for our freedom. It's our duty to fight for our freedom. We have nothing to lose but our chains. Hands up. Don't shoot" (1:49:20).

What is the symbolic meaning behind the word "chain"?

Why do you think Q'rah and the rest of the protesters keep repeating the words "Hands up, don't shoot"?



Starr: "No matter what we say. No matter how loud we shout. They refuse to hear us." (1:52:50)  
Who are "they"?

Starr: "It's as heavy as a gun. If 115 had traded his weapon for this one, Khalil would still be alive."

Explain how Starr compares her megaphone to a gun.



Explain how this last scene is connected to the THUG THEME?



Starr: "It's not the hate *you* give. It's the hate *we* give. But we can break the cycle" (1:59:07).  
Discuss how the cycle may be broken.

## Part 6: After the film. Group discussion

- Go back to the different scenes where you have taken notes and discuss how these are examples of:
  - systemic racism (racial profiling, white privilege, etc)
  - personal racism
  - stereotypes
  - prejudice
- Are there any other scenes in this film where you noticed examples of stereotypes, prejudice, white privilege and racism? Share and discuss.
- Do you think the film does a good job in portraying the issue of race? Discuss.
- Discuss the connection between the three pictures:



- Discuss how Starr's last words reveal how she has developed and changed through the story.

"I'll never forget. I'll never be quiet. I can't change where I come from or what I've been through, so why be ashamed of what makes me me? And I'm gonna keep on being Starr. No version two. Just Starr. Daddy says my name gives me my own superpower. To use it. And that's what I'm gonna do. Light up the darkness" (2:05:23).



- In what way do other characters in the story develop through the story? Does any of the characters show no sign of change at all? Discuss.

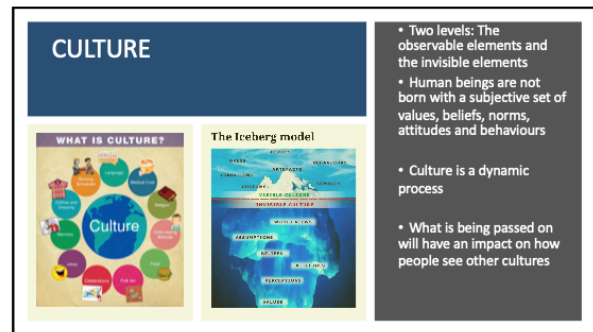


- With this story in mind, discuss what allows some individuals to take a stand against prejudice and racism, while others choose to participate in it.
- Discuss to what extent this film help you understand the causes and consequences of stereotyping, prejudice, and racism.
- Discuss this story's relevance to the Norwegian society. Is there anything in this story that is of relevance for young people in Norway?
- Have a final conversation where you speak freely about your impression of this film, what you liked/disliked, what you learned, what you think you will remember from this story.

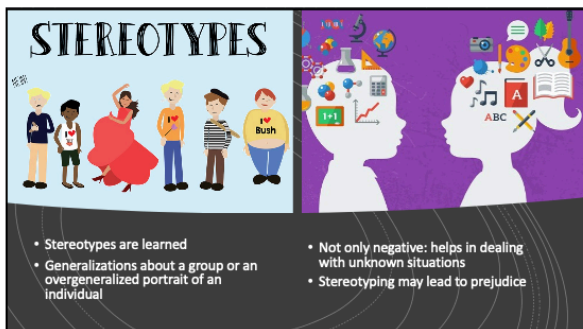
## Appendix V: PowerPoint presentation about concepts



1



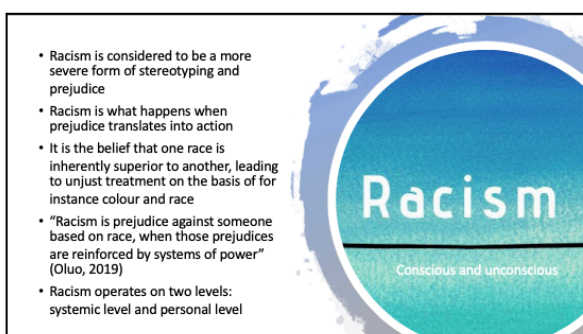
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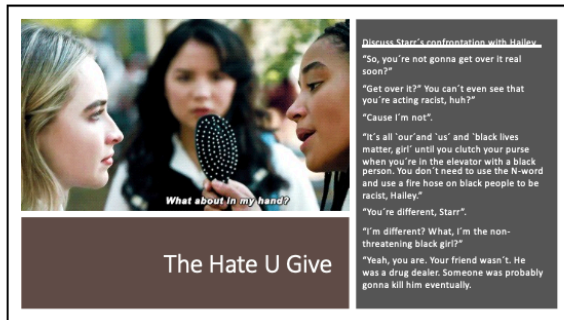
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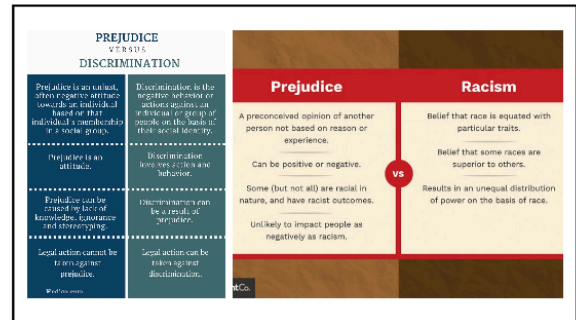
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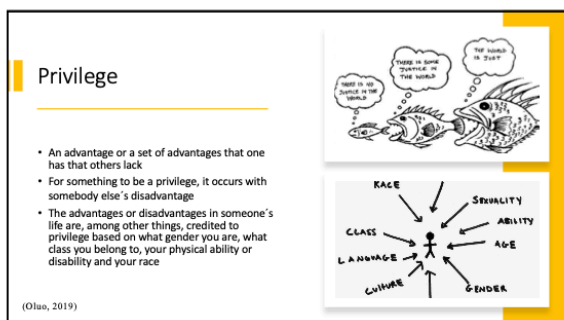
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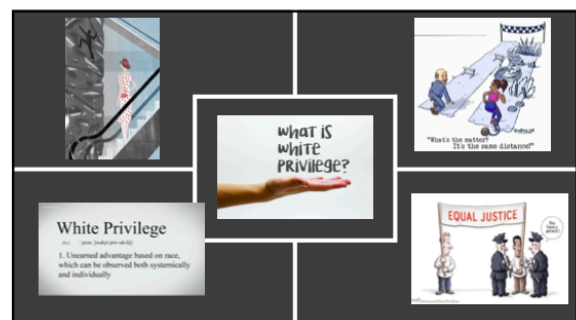
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8



9



10



11



12

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- Oluo, L. (2019). *So you want to talk about race*. New York: Seal Press.

13

**Pictures**

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- <https://restlessnetwork.com/can-we-use-white-privilege-to-brake-change/>
- <https://www.theantiracisteducator.com/post/the-anti-racist-educator-white-privilege-post>
- <https://bqnews.com/>
- <http://thedreamcatch.com/types-of-prejudice/>
- <https://drive.google.com/file/d/0B576nSkW1PTVZkI2IjIjVTVhV3kxImlvdHhnczNyOEYlBjRlbnQ/view>
- <https://www.elphalritzen.org/en/content/why-its-important-to-think-about-privilege-and-why/>
- <https://mystudentvoices.com/white-privilege-wont-budge-with-current-psychological-theories-of-personality-behavior-and-66cd1b7d734e>
- <https://www.thoughtco.com/racism-vs-prejudice-3026086>


14



## Appendix VI: PowerPoint Presentation about equal opportunity

Equal Opportunity?

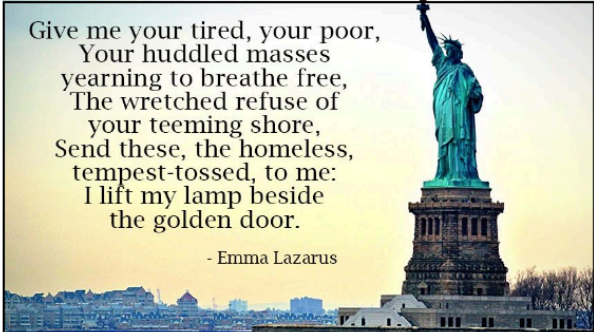
*Equal opportunity is an American ideal, but many people claim that in the USA today, not everyone has an equal opportunity to succeed in life.*



1

Give me your tired, your poor,  
Your huddled masses  
yearning to breathe free,  
The wretched refuse of  
your teeming shore,  
Send these, the homeless,  
tempest-tossed, to me:  
I lift my lamp beside  
the golden door.

- Emma Lazarus



2

**The promise of America?**

*"Now, as a nation, we don't promise equal outcomes, but we were founded on the idea [that] everybody should have an equal opportunity to succeed. No matter who you are, what you look like, where you come from, you can make it. That's an essential promise of America. Where you start should not determine where you end up."*

Quote from Barack Obama's remarks at the College Opportunity Summit on Dec. 4, 2014




3

**Where does the essential promise come from?**

**The Declaration of Independence 1776**


"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness!"



**The Emancipation Proclamation on January 1, 1863**

"... all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free;

**The 13th Amendment states:** "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."



4

**Civil rights movement**

- Groups based on race, gender and sexuality were all represented in the struggle:
- Black rights movement
- Women's rights movement
- Gay rights movement
- Also; Opposition to other governmental actions such as involvement in wars overseas
- Common goals: Freedom and equality by the law and liberation from public discrimination and segregation.





5

**The Civil Rights movement: Background**

- A long history of slavery and Jim Crow laws
- Women and blacks had fought for change a long time – laid the groundwork for the civil rights movement
- The US saw struggle for civil rights and liberation on all levels of society
- The 50s laid the groundwork for passing of laws through non-violent demonstrations, mainly by the black movement
- The following two decades were turbulent and embraced more combative civil rights movement (Black Panthers)
- Also, active opposition within the culture emerged as response to military involvement in Vietnam
- The black civil rights movement caught worldwide attention for their non-violent actions for freedom and equality in American society. This allowed for other



6

## The Civil Rights Act (1964)

- Passed by congress after being drafted by John F. Kennedy before his death
- Signed by President Lyndon Johnson on July 2, 1964
- Included expansion of civil rights for all *individuals* in the United States.
- The Act provided equality in voting rights, public desegregation, provided for the integration of schools and other public facilities and made racial discrimination *illegal*.
- Employment discrimination on the basis of an individual's race, religion, sex, national origin or color became illegal
- This document was the most sweeping civil rights legislation since Reconstruction



7

## Continuing quest for identity

- The civil rights movement struggled for and ensured equal opportunities for all under the law, but as with the passing of the emancipation proclamation and 13<sup>th</sup> amendment, passing laws does not automatically ensure liberation and freedom from an oppressive society
- After the passing of the civil rights act, black Americans **still** had to fight the categorizing view of them as «black» - a quest for identity shared by other oppressed groups – still ongoing(!)

8

## Montgomery Bus-boycott: 1955

- Rosa Parks became a symbolic figure for starting a series of strikes and boycotts
- The boycott caused crippling financial deficit for the Montgomery public transit system, because the city's black population who were the principal boycotters were also the bulk of the system's paying customers
- Martin Luther King helped arrange the boycott



9

## Desegregation of Little Rock High: 1957

- 9 students integrating
- Massive protests
- Governor defied supreme court(!)
- President Eisenhower had to send in the national guard



10

## Sit-in campaigns: 1960(s)

- The Greensboro sit-ins - a series of non-violent protests which led to the Woolworth's department store chain reversing its policy of racial segregation in the Southern United States.
- While not the first or only sit-ins of the African-American Civil Rights Movement, the Greensboro sit-ins lead to increased national attention at a crucial period in US history




11

## The Birmingham Campaigns: 1963

- Good example of how non-violent/peaceful campaigns and protests were met with violent punishments by police
- Arrests, beatings, police dogs, hosing down of protesters
- Made international news, important for the movement



12




March on Washington: 1963

- A large political rally in support of civil and economic rights for African Americans
- Took place in Washington, 1 million attended!
- Martin Luther King gave his famous speech «I Have a Dream»
- The march is widely credited with helping to pass the Civil Rights Act (1964) and the Voting Rights Act (1965).


13

Martin Luther King: I have a dream



14

- African slavery was abolished in 1865
- However, the USA cannot seem to solve its deep, persistent problems with racial inequality
- 2015 - President Barack Obama commemorated the 150th anniversary of the end of slavery – a special moment because he is the first African-American president in US history
- It took 150 years for African-Americans to rise from the brutal grip of race-based slavery to the Presidency of the United States. That is a big change.
- Despite this - the reality in the US is nowhere near the egalitarian society that most people imagine when they talk about America as a land of “freedom” and “equality.”
- Americans have not, as a nation, confronted the depth of the racism that shapes their history.




15




To create a world free of anti-Blackness where every Black person has the social, economic, and political power to thrive

16

- Students in America learn about slavery and racism and study the terrible acts of slave owners and the racist laws of the “Jim Crow” era
- They learn about the Civil Rights Movement: Martin Luther King, Rosa Parks, and Malcolm X.
- However – they learn that the atrocities both during and after slavery were the exception, not the rule
- They learn that the nation was built on the ideal of equality, not white supremacy.



17

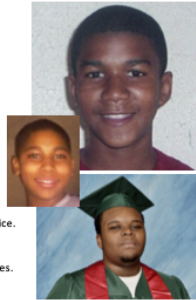


- **THE TRUTH:** the nation is built on white supremacy
- Many activists aim to remind Americans of the fact that the nation was created by white people, for white people.
- Black Americans, the vast majority of whom were slaves, were not meant to be included.
- Thomas Jefferson wrote in the Declaration of Independence “all men are created equal” with “unalienable rights” like “life, liberty, and the pursuit of happiness,” but owned almost 200 slaves who had no rights or liberty.
- The truth is that America was not a nation built on liberty and equality, with a few bad people in it who did not follow the rules.
- It was a nation built on liberty for people of European descent, with white skin.
- After the end of slavery, former slaves suffered under laws that made it impossible for them to participate in society, although the government had guaranteed their rights.
- Today, Americans are still struggling to get free of that historical origin.

18



- The percentage of African-Americans living in **poverty** is still much higher than that of whites
- African-Americans make up almost 40% of the Americans in state and federal prisons, while they are only 13% of the American population overall.
- **Daily reminders** of that white lives still "matter" more to the government and to American society than black lives:
  - Incidents of police and other violence against black people
  - Numerous killings of unarmed black men by white police
  - **"Racial profiling,"** in which people of colour are targeted by authorities more commonly than white people for the same behaviours, like traffic violations, or going through airport security. Three-strikes = jail.
- **The killings** of Trayvon Martin, Michael Brown, Eric Garner, or 12-year-old Tamir Rice.
  - In several cases, white police officers who have killed young, unarmed black men have not been charged with crimes.
  - Many Americans have wondered how these acts can happen without consequences.



19

## White privilege?

White people enjoy a broad range of privileges denied to black people, privileges that often permit them to dominate others who do not enjoy such privileges:

- More poverty among black people
- More police brutality in black communities
- Schools in predominantly white communities receive a far higher proportion of education dollars than those in predominantly non-white communities, leading to larger class size, fewer resources, and inferior facilities.
- While welfare affects the entire society, it hits predominantly non-white communities hardest.
- More and better job opportunities are open to white people
- While people of color make up about 30 percent of the United States' population, they account for 60 percent of those imprisoned.
- The incarceration rates disproportionately impact men of color: 1 in every 15 African American men and 1 in every 36 Hispanic men are incarcerated in comparison to 1 in every 106 white men.
- Blacks and Hispanics were approximately three times more likely to be searched during a traffic stop than white motorists.
- African Americans were twice as likely to be arrested and almost four times as likely to experience the use of force during encounters with the police

Source: Church & Society (2016). White privilege in the United States. Retrieved from <https://www.umcjustice.org/who-we-are/social-principles-and-resolutions/white-privilege-in-the-united-states-3376>

20

«...Race is a common thread running through virtually every inequality in our society [...]. White, European Americans enjoy a wide range of privileges that are denied to persons of color in our society. **These privileges enable white persons to escape the injustices and inconveniences which are the daily experience of racial ethnic persons.** Those who are White assume that they can purchase a home wherever they choose if they have the money; that they can expect courteous service in stores and restaurants; that if they are pulled over by a police car it will be for a valid reason unrelated to their skin color. Persons of color cannot make these assumptions».

Source: Church & Society (2016). White privilege in the United States. Retrieved from <https://www.umcjustice.org/who-we-are/social-principles-and-resolutions/white-privilege-in-the-united-states-3376>

21



- In response to the unjust treatment of Black people a new, twenty-first-century social justice movement emerged, insisting that "Black Lives Matter" and uniting a nationwide protest against the inequality and racism that still plague America.
- The intention was to **connect Black people from all over the world** who have a shared desire for justice to act together in their communities.
- The phrase began on Twitter as a hashtag, #BlackLivesMatter, and spread quickly throughout the social media world, becoming a national, even a global, rallying cry.
- It has become a very influential phrase in American society today, reminding us that the United States of America is not yet the egalitarian society that many believe it is.

22

### How to change people's minds about the vision of white supremacy in society

- Open discussions about white privilege and equal access to good jobs and opportunities (the American Dream)
- End racial profiling in police departments
- Make people change their own (often unconscious) biases
- Change must come from both individuals and the institutions and governments that shape our society:
  - Pass laws that help equalize pay and access to opportunity
  - Enforce consequences for police departments and other authorities for racially motivated actions

#### Still:

awareness of the differences and inequalities between people's daily experiences can create a new willingness to talk more openly about the challenges people face in the US.



23



To believe in the power of your voice and have the courage to use it

- "That's why people are speaking out, huh? Because it won't change if we don't say something." "Exactly. We can't be silent." "So I can't be silent." (p. 171)
- "...Remember what I told you about your voice?" "You told me it's my greatest weapon." (p. 410)

Political activity: young people are in need of an outlet to voice their concerns and feel empowered to impact what is going on around them.

*The Hate U Give* is a racial drama that shows discrimination the world deals with today. The film makes an important point about what many young people of color experience and witness in their everyday lives and it presents how the main character is politically engaged by this.

24



Angie Thomas about *The Hate U Give*

- Angie Thomas was inspired to write the novel in 2010 right after the police killing of Oscar Grant. She wondered what would happen if it took place in her neighbourhood? How would they react?
- All of these cases of police brutality and killings started coming out and it fuelled her frustration and anger
- She wanted to find hope by showing the human side of these cases.
- She looks at books as being a form of activism because a lot of times they show us a side of the world that we might not have known about. That is how the novel came about.
- She relates to Tupac and his way of using music as a form of activism (THUG)
- To her, Starr and the other characters are *roses in concrete*, from the poem "The rose that grew from concrete" (Tupac). Kids who grow up in bad circumstances and bad situations are still roses, they are still shining.
- She hopes that it will help people who may not understand their feelings during these cases, hope that it will help them understand.
- She hopes it gives them a voice and that it helps to see their own feelings on paper and see that they are not alone in feeling like that. She wants to give them hope.

25

26

• *"There's no black family that hasn't had a conversation around the kitchen table about 'driving while black' and being profiled or being stopped."*

President Obama in a national radio interview.

27

## Appendix VII: Responses to questions about concepts before the project

How do you understand these concepts? Write a short explanation to each of the concepts as you understand them:

Stereotypes:

Prejudice:

Racism:

White privilege:

### Student I

Stereotypes is the way a group of people are presented or thought of being.

Prejudice idk [I don't know]

Racism is when people with color or from a different culture is being treated differently because of the color on their skin. they are looked down on.

White privilege is white people being treated better because they are white.

### Student II

Stereotypes is lumping people from the same country, the same skincolor, or the same religion, as a few examples, and placing them in simplified boxes based on where they are from. Americans are instantly given the stereotype that they're either stupid or murderous, Russians instantly gets accused of spying, and Danish are portrayed as drunkards.

Racism is where you think one skincolor is more superior than the others. Sadly, this has almost become common these days, and no matter how furious we get and how much we want it to change, it never does. Take George Floyd's death back in May as an example. He used a counterfeit bill to buy something. The police officer that apprehended him decided that the best way to solve this is to kneel on his throat for nine minutes? Even after he surrendered? This is the brutal truth, but I highly doubt that you'll see a police officer doing the same to a white person.

White privilege. If only everyone had the same privilege. White privilege is the fact that if you're white, you're fine. White people won't be shot at for no reason, like Breonna Taylor, and white people won't be murdered by a knee on his neck from someone who is supposed to protect everyone. That's how the society is nowadays. The colored suffers while the white stays protected at all costs.

### Student III

Stereotypes: A simplified version of a type of people. Often inspired by reality, but over-exaggerated.

Prejudice:

Racism: If you act based off negative stereotypes.

White privilege: The idea that white people have it easier in a lot of situations, based off their skin-color. They get a "head start".

### Student IV

stereotypes - how you see a group of people, and you think that everyone in that group acts and looks the same.

prejudice –

racism - this is when someone think that other people are worth less because of their skin colour.

white privilege - this is when people with white skin get better things and they get treated better than the rest just because of their skin colour.

#### Student V

stereotypes: stereotypes are ideas that are made that everyone from one country, sexuality, culture behave the same or have the same quirks. this is a harmful thing, when people start acting on their stereotypes it becomes a problem.

Prejudice: this is when stereotypes are really negative and you actually believe that everyone you meet of a specific group have bad manners.

racism: racism is when you judge a whole race, and have a very negative attitude towards the race you discriminate.

white privilege: white privilege is something that white people "get" because they are white. People with white privilege experience being treated much better only because they are white. this also causes black people to feel oppressed since whites get better treated.

#### Student V

Stereotypes: is how you think people is based on where they come from, religion, skin color or other things, you are often taking many people under the same "brush" because you don't have the knowledge to know how they are.

Prejudice: is when you for example say that all people from Norway are good on ski, that is not true but some people are. A prejudice is sometimes true but it is not true for everybody you say it about.

Racism: is when you judge people by their skin color, religion, or where they are from. when you use racism you have a bad attitude about how people are.

White privilege: is when people with a light/white skin color get a benefit because of their skin color.

#### Student VI

Stereotypes: To judge people based on their background. It does not necessarily have to be negatively meant.

Prejudice: Almost the same as stereotypes. However, this is mostly negatively meant.

Racism: When you do things towards other people based on your stereotypes or prejudice.

White privilege: That white people have it easier than people of color.

#### Student VII

Stereotypes: People needs to put people into groups because there are so many. A stereotype is a perception on how other people are. This perception is not built around facts.

Prejudice: Nearly the same as stereotypes, but these are more hard accusations about someone. It is also often negative perceptions.

Racism: When someone treat people worse than other because of for example skin tone, religion or their look on life. Racism is people with prejudices that take action about it.

White privilege: The privilege white people get because of their skin tone that others do not. We do not have to be scared of being fought or daily racism like people with a black skin tone has to.

#### Student VIII

Stereotypes are your thoughts about other groups and cultures

Prejudice are negative thoughts about other groups and cultures

Racism is treating people that's different negative ways

White privilege is that the whites have more powers i think

#### Student IX

Stereotypes: it was you think of a person before you meet them, stereotypes for the most part are not true

Prejudice: something you think about someone before you meet them

Racism: it is when you discriminate someone because of their ethnicity or skin color white privilege: it is the advantage you get in life because your white

#### Student X

Stereotypes: That's when you have thoughts and meanings about people and groups without having any knowledge about the groups.

Prejudice: Prejudice are when you have thoughts and opinions on someone without really knowing them

Racism: Racism is when you treat someone differently because of their skin color, ethnicity, sexual orientation and so on

White privilege: That's when white people have privileges and are being looked at in another way than people with a different skin color

#### Student XI

Stereotypes - Oversimplified thoughts about a group of people

Prejudice - Oversimplified, negative thoughts about a group of people

Racism - When you take prejudice into action to a group of people with other skin colours, different nationality, etc.

White privilege - That if you are white, you have more privileges in many fields

#### Student XII

Stereotypes: is how a particular group lifestyle is in the society.

Prejudice: is how you think of a particular group without knowledge and Intel.

White privilege: is where in a society people with white skin will have an advantage over the people who have non-white skin.

#### Student XIII

Stereotypes are simplified ways of understanding humans and groups. One might have the impression that everybody with the same nationality have the same personality, behavior and mindset.

Prejudice is a thought about persons or groups, which one have before getting to know them. As the name states, you judge them before anything else. It can be based on nationality, skin color, sexuality or gender.

Racism are discriminating towards someone, based on their nationality or skin color. Hatefull and dangerous meanings.

White privilege is very common in the USA today. It is a representation of the huge differences between white and black, in todays society. White privilege means the privileges that are common for white people, but rare among black americans.

#### Student XIV

Stereotypes: is someone who is forenkler the world

Prejudice:

Racism: bulling someone on things they can't change bias:

White privilege:

#### Student XV

Stereotypes: expectations based on a persons apperans or background.

Prejudice: negative expectations based on a persons background or appearance.

Racism: when you let your prejudice affect the way you treat people.

White privilege: the power and privilege you have just for being white, the unfair advantage you're given over other races just for your skin colour.

#### Student XVI

Stereotypes is when you think something for example a job is only for ladies

Prejudice is when you think of a person a sort of way before you know

Racism is when you have prejudice of skincolour or religion

#### Student XVII

Stereotypes is when you think you know how someone should act or look based on their place in society.

Prejudice when you have made up your mind on a person before meeting them.

racism is when you treat people differently based on their skin tone.

White privilege is when white people can do a lot and we don't have to think about things that coloured people might have to think about. we never think about how we should dress to look less sus.

#### Student XVIII

Stereotypes are generalized beliefs about certain groups of society. They are also a form of expectations we expect from certain groups.

Prejudice are negative beliefs about someone without any actual reason or experience. They can often turn into racist and discriminative behavior.

Racism is the belief that one race is more valuable than another. Racists often tend to oppress people based on the color of someone's skin.

White privilege is about how whites have it easier in today's society. It can for example be easier for a white person to receive a job rather than a black person, even though the black person might as well be more qualified for the job than the white person.

#### Student XIX

Stereotypes: A stereotype is a perception of other people. It is based on a few people's actions...and then you think the whole country or religion they are from is doing or meaning the same thing.

Prejudice: it is when you think badly about a group of people without having met them. they do not get the chance to explain or why they are doing it, but you still judge them without knowing the whole story.

Racism: racism is directed against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority for example people with afroamerican background in the US.

White privilege: is when you have benefits for being white. You are treated with more respect and you have more chances of success in life based on the colour of your skin.

#### Student XX

Stereotypes: How a selected group of people is acting, or how they are supposed to be.

Prejudice: Having an opinion against something, often negative, and just assuming that what you think about it/them is right

Racism: Thinking that a group of people is less worth than others.

White privilege: People of light skin having benefits because of their skin colour.

## Appendix VIII: Questions for the reflective text

### Reflective text

Write a text where you answer the questions below. Structure the text into paragraphs, one paragraph for each of the points.

1. Write about how you understand these concepts: stereotypes, prejudice, racism, and white privilege.
2. How are stereotypes, prejudice and racism visible in the film? Please use some examples from the film in your answer.
3. How is the idea of white privilege visible in this film? Please give some examples from the film.
4. Did the film help you develop a greater understanding of stereotypes, prejudice, racism and white privilege? If so, in what way has this awareness changed the way you look at things now?
5. Did the film affect you or change you in some way? If so, how? Please explain.
6. Do you have any further comments to this film project?
  - your impression of the film
  - the way we studied the film
  - what you have learned
  - what you liked/disliked
  - etc.



## Appendix IX: Responses to question 1

About the concepts: stereotypes, prejudice, racism, white privilege.

### Student 1

Stereotypes are when you think that all the people that look the same, act the same, or if you think that all people from a country all look the same. They don't necessarily have to be negative. For instance, an example of a stereotype can be that Norwegians have blonde hair and blue eyes. Prejudice, on the other hand, is mostly negative. It is much the same as stereotypes, but just negative. An example can be that all black are criminals. Racism is when you act by your prejudice, you could keep all these thoughts to yourself, but when you are being a racist, you do not, and you treat humans based on your prejudice. Privilege itself is when you have some advantages in life that other people do not, so white privilege is that white people are born with some advantages that people of colour do not have.

### Student 2

Stereotypes is a specific group or some specific individuals who have a certain way of behaving. For example, African Americans have a certain way of behaving them self and dresses up the same. Prejudice is an opinion or feelings towards a person, group, or religion that is not based on facts or real experience. Prejudice is mostly about their own opinion towards the person or group, mainly negative. However, if prejudice becomes action to towards that person, group, or religion, it is called racism. Moving on, white privilege is that those with white skin have benefits over those with non-skin in a society. White privilege mainly was developed from the slave -trade that started for 300 years ago which lasted to the 19<sup>th</sup> centuries. White privilege is a major problem, especially in the USA.

### Student 3

A stereotype is when you say that everyone in a group or from a place act and or look the same. It is a stereotype that Norwegians are good skiers, because not everyone that lives in Norway is good at skiing. When someone has prejudices, it means that they make assumptions about people and groups before they have met them. They think that a person is a certain way, even if the person might be totally different. Racism is something that exists everywhere. It is when someone is being treated different or looked down on just because of the colour of their skin. Racism and white privilege often have a connection, where there is more racism the white people have more privilege. White privilege is when a person with white skin gets treated better or offered better things just because they are white.

### Student 4

Stereotypes is when you judge a large group of people by the action of a very few individuals, some extreme examples of this can be that all Muslims are terrorists, or every black is a criminal. Prejudice is when you have a preconceived opinion on a group of people that is not based on reason or actual experience. Racism is when the prejudice thoughts become actions, when you constructively oppress people of different colour or religion based on a social system that privileges white people. White privilege is when you do not have the same opportunities based on the colour of your skin.

### Student 5

When one has a predetermined belief about how a group of people is or act, you have a stereotype. Stereotypes could be both positive and negative. Prejudice is closely related to stereotypes, but more often with increased negativity. An example of prejudice is believing every person from a certain group of people is criminal. Racism has prejudice in base, but the difference is that with racism one puts his or hers prejudice into practice. The definition of white privilege is that people with white skin colour has societal privilege or benefits over people with other skin colors.

### Student 6

Stereotypes is an overgeneralized belief about a particular category of other humans. It is something you have an expectation to, like a particular work for men and women. Prejudice is a discrimination way of defining others without knowing them, the next level of prejudice and stereotypes is racism. If you are against a person or people on the basis of their membership of a particular racial or ethnic

group, you are behaving racist. White privilege is benefits you get for being white, police won't think you are a criminal based on your behaviour, colour or clothes. You have an easier road to achieve your goals, black people have a more difficult road with obstacles to get to their goals.

#### Student 7

Stereotypes are beliefs of a group of people. Often based on factors like nationality, sexual orientation, and race. If it is an unfair and unreasonable opinion or feeling, often from not enough knowledge and it turns to prejudice. Prejudice are for example negative attitudes and stereotyped beliefs about members of a group. Racism is when these thoughts makes you act from prejudice and believing that humans can be divided in groups and races. All of this leads to something called white privilege. That is when the white people are more benefitted over the non-white people in some societies. Like having a better chance for getting a job by being white.

#### Student 8

When I say "fireman" for instance most of thinks of a man, that is an example of a stereotype. It is when you paint a picture of someone without extra knowledge than their occupation. If one think that a person with a colored skin is dangerous or even a criminal with just looking at them or thinking of them, we have what is called prejudice. We judge people without knowledge about that person, and it could just be small things we do for instance moving our valuables away when we see a colored male. However, if our prejudice turns into action, we get what we call racism which is illegal in most countries in the world including Norway. We have a lot of examples of racism, but it could be words we use and how we in general treat different people with another background, sexual orientation, and so on and so forth. If a person gets privilege or a better chance at something because of the color of their skin, we call it white privilege. Even small things we don't think of could be white privilege for instance that we are able to go to school every day and being evaluated in a fair way.

#### Student 9

Stereotypes are a thought or an imagination of a group of people that is oversimplified. It is not confirmed in any way by facts, however it is an image on how a group of people behave, and not necessary in a bad way. Prejudice is related to stereotypes. However, prejudice is when these stereotypes turn into bad ones. You have unpleasant thoughts about someone that is not based on any kinds of facts. Furthermore, is racism also related to prejudice. Racism is when your prejudiced thoughts turns into actions. For example, writing hate letters or being discrimination towards someone. Last of all, we have white privilege. In my eyes, white privilege is the advantages a white person has because of his skin colour. For instance, not being scared of being killed if you meet the police or not being overly observed at the supermarked.

#### Student 10

A stereotype is the way you look at a group of people based upon how they look on the outside or from things you have heard about the group of people. What you think may be untrue or only partly true. Stereotyping people is a type of prejudice because what is on the outside is a small part of who a person is. Prejudice is an unfavourable opinion or feeling formed beforehand without knowledge, thought or reason. An example of prejudice is racism. Racism is when you have prejudice against a person or a group of people based on their ethnic group. White people often get something that is called white privilege. White privilege is the benefits white people get that most non-white people do not get. It is often hard to see for us who were born with the benefits, but for a non-white person it is normal to feel like white people have an easier way to get a goal to them.

#### Student 11

When people have stereotypes, they think you will act or look a certain way because of your group in the society. You can have positive and negative stereotypes. Prejudice is not the same as stereotyping. It is when you judge someone before you know them because of how they look. This is negative. A lot of prejudice can create racism. Racism is when someone treat a person bad because of their skin colour or ethnicity. racism is when you act on your thoughts. With racism comes white privilege. What this means is that you have privilege when you are born white. Racism is not something you



need to worry about and statistically you will have an easier life than if you were born colored. This is the privilege white children get.

Student 12

Stereotypes is categorizing humans or groups of humans without knowing them, you just assume they are what you think. Your perception or attitude towards other based on wrong or deficient knowledge is prejudice. Racism is when you divide people into groups based of race and thinks one group is more worthy than another group. You often have bad attitude towards another group of people and treat them badly. Lastly, we have white privilege, that is when people of white skin have benefits others don't have because of their skin colour.

Student 13

Stereotypes are simplified images of members of a culture. It may be both positive and negative. An example is that all Norwegians are born with skis on their feet. Stereotypes might help us to understand other cultures, but it may also be quite dangerous if one cannot see every person as an independent individual.

Prejudice is a further development from stereotypes. Which includes judging people, whom one do not know, based on ethnicity, skin color, sexuality or gender. Prejudice thoughts are quite common among human beings, due to xenophobia. Although, thought are not dangerous and can be changed. By focusing on having and meeting people with an open mindset prejudice might not be such a serious issue in the future.

Racism is the very last level and can be defined as discrimination towards someone based on ethnicity and skin colour. Prejudice turn into racism when thoughts and opinions develop into actions. There are both organizational and personal racism.

White privilege is undeserved advantages for white people, which black people do not have. This may find place in several arenas, such as education, career, banking, real estate and juridical. The society is made by white, for white. This affects the minorities living in the society and privileges the majority.

Student 14

Stereotypes is someone who is simplifies the world and see them self as the center. Prejudice is an unjustified or incorrect attitude (usually negative) towards an individual based solely on the individual's membership of a social group. For example, a person may hold prejudiced views towards a certain race or gender etc. Racism is the unequal treatment of the human beings on the basis of their skin color. White privilege is when people get benefits for being white. They can get easier jobs, education etc. just for being white.

Student 15

Not answered

Student 16

Stereotypes is generalized belief about a particular group or class of people. By stereotyping we judge by how a person is or a whole range of characteristics and abilities that we assume all members of that group have. Prejudice is how you think people is without knowledge, thought, or reason, you just want it to be like that so you think it is that way. Racism is when you judge someone based on skin colour, religion or culture. White privilege is benefits white people have because of their skin colure. An example of that can be that for example a white person get a job in stead of a collared person just because they are white.

Student 17

A stereotype is a simplified version of an entire people. They are often based on reality, but usually to vouge to fit everyone. An example can be "all Asian people are good at math". This is not necessarily negative, and it may be true that the average IQ amongst Asians are higher than the rest of the world, but it is not true that *all* Asian people are good at math. Prejudice is when you have negative stereotypes about a people, often based on fear. An example of this may be "all muslims are terrorists". This is a negative stereotype. This one however, is not that much based on reality, but the

fear that “since muslims have been terrorist, then all must be, right?” if prejudice is put into action , it is called racism. Last, we have white privilege. This is a term used when explaining the advantage many white people have over other people based on the color of their skin.

Student 18

Stereotypes is when you have an innocent and harmless perception of a group of people, often based on some facts, for example: Norwegians are tall, have blond hair and are really good at skiing. Prejudice, racism and white privilege are all mainly bad and there is really no way to make these negative words positive. Prejudice is similar to stereotypes, except they are mainly harmless, prejudice however is more damaging, and can often become racism, for example: all black people are dumb and dangerous. Racism is when you choose to act out on your prejudice, for example: “a white man shot a black man because he assumed he had a gun, a girl clutched her purse in the elevator when a black man entered because she assumed she would try to steal her purse. Whit privilege maybe has the most misleading name, this means that white people have an advantage in life because that are white, however, the problem with this word is that people with white skin is treated normal (not sjot at randomly, not assumed to be a rapist or involved with drugs, not turned down for the colour of their skin), it is just that black people get treated so badly, that it seems like white people have a privilege. However, in reality, I think this is how all people should be treated, it is not a privilege to not die.

## Appendix X: Responses to question 2

How are stereotypes, prejudice and racism visible in the film?

Student 1:

Stereotypes, prejudice and racism are very much visible in the film. When Starr is at a party with some of her black friends, they kind of tease her because she goes to a private school with white people and ask her how their parties are and if they are always listening to Taylor Swift. That all white people listen to Taylor Swift is definitely a stereotype. Starr's friend or previous friend, Hailey, is an example of someone who has prejudice. During a conversation with Starr, Starr asks her if she thinks she is different. Hailey says that she does think that she is different, and this means that she has prejudice towards other black people and that she thinks most black people are criminals apart from the ones she knows. The greatest example of racism in this film is probably when Khalil got shot. The police officer obviously had prejudice towards black people and thought they are all criminals and have guns. So, he shot Khalil because he had a prejudice that said that all black people have guns. In other words, this was racism because he acted based on his prejudice.

Student 2:

To begin with, in the film «The hate u give» we see that Starr the main character lives in a poor African American neighbourhood with her family. She and the other people that lives that have their own community and share the same attitude, language, and meanings. The white people in the movie also have their own community. However, we can see a big difference between these two stereotypes. When it comes to prejudice in the film, we can saw Starr's classmates are most likely talking bad about her when they see her and her white boyfriend together. Mainly because they have prejudice against black people being together with white people. We also see prejudice in the police, after Khalil died when he got shot by the police for doing nothing wrong. Starr, who was the witness had to defend Kahlil. The police investigators started asking question of what Kahlil did wrong not a single question about then policeman who murdered him. I think they did this because Kahlil was African American, and they probably have prejudice against black people. Black people have a much higher criminal rate than white people, but that does not necessary give them a good reason to judge Kahlil. When prejudice becomes actions, it is racism. In the movie when Starr talks to her uncle who is a police officer. He says to her that if he thought he saw a gun in the hands of a black man he would not hesitate to shoot. However, if he saw a white man in a nice suit and he thought he saw a gun he would not have shot him, but rather said put your hands up. This is an example of racism, for African American who are treated different by the police then white people.

Student 3:

In the film «the hate u give», there are many examples of stereotypes, prejudice and racism. Stereotypes is shown when people assumed that Khalil was a criminal, even before they knew that he was a drug dealer. The assumed that he was a criminal just because he was black. When Khalil and Starr get stopped by the police, the police officer has prejudice thoughts towards Khalil. The police think that he did something wrong, even though he did not. The officer makes the assumption that Khalil has kidnapped or taken Starr, just because Khalil is black. He immediately thinks that Khalil is a criminal that has a gun, when in real life he does not even know him or if he has a gun. Racism is the whole base of the film, there are many examples, one is where Hailey says that the polices life matters as well. The setting of this comment is that they talk about Khalil on the news, and then they show that the man who shot and killed Khalil is getting death threats and that he is afraid to go outside. When Hailey says that his life matters too, it shows her racist way of thinking. It is racist to say that the life of a man who killed a young black man matters, because he killed someone just because he had prejudice thoughts and he was a racist as well.

Student 4:

We can clearly see stereotyping, prejudice, and racism in the film. For example, in the scene where Starr and her white boyfriend is at school and when they are together, they get nasty looks from the «rich white girls». This indicates that its not accepted for a «poor black» girl to be dating one of them.

But we can also see prejudice the other way around when Chris (Starr's boyfriend) meets her father for the first time. He judges him by his name and doesn't seem interested in talking to him. When he finally leaves Starr says «he is my boyfriend» and then Maverick (her father) replies with «but that boy is white».

Student 5:

No answer for that question

Student 6:

The film *the hate u give* is a good example for stereotypes because white people will think you are dangerous if you act black and use slang words, Starr said in the film: «slang makes them cool, it makes me hood». Also, prejudice comes out well in the movie because when Starr went to the party with her friends, they said white people only listen to Taylor Swift and behaving boring at their parties. And the white rich girls stare unpleasant at Starr and Chris because they wonder why Chris is together with a black girl. The film also takes in use racism, because when Khalil was shot, white people didn't assume the police officer had something wrong and that felt threatened and focused only on what Khalil did and that he was dealing drugs. Hailey also takes the police officers side of view and said that Khalil was a drug dealer and he was probably going to get killed eventually anyway.

Student 7:

There are a lot of example regarding stereotypes, prejudice, and racism in the movie «The Hate U Give». Starr fearing people in her school thinking of her as a girl from the ghetto, or Starr's friend saying that a hairbrush held by a black guy in the dark would always look like a gun are examples of stereotypes. Starr's friend believing that its normal for a black guy to carry a gun are lack of knowledge. There is a lot of events caused by prejudice in the film. Almost every scene with a cop in it, happens because of prejudice. Examples are the cop shooting instead of using his voice, that later ends up being the reason of Khalil's death. It's later said by a cop «if I saw a white guy reaching for something in the car I would shout, however, if it was a black guy I would shoot». This is obviously negative thoughts resulting to prejudice. The cops putting down black people with force and treating them differently than the whites are racist action. The movie shows different cop scenes where the cops use unnecessary violence. An example is outside the restaurant where Starr's dad Maveric gets held down by the cops for no reason.

Student 8:

In «The Hate U Give» stereotypes are visible several times. For instance, when Starr and Khalil are being stopped by the police who later shoots and kills Khalil for thinking that a hairbrush was a gun. It is an example of a stereotype because he decided to shoot three times in Khalil without even giving him orders of for instance raise his hands. However, we also get to see prejudice in the film for instance at school when Starr and her white boyfriend Chris kisses, and all the white girls just stares at them and wonder why he is in a relationship with a black girl. Racism are visible several different places in the film, but I would say it is pretty visible when Starr is being interviewed by the reporter or news anchor. Because she tries to blame Khalil for his own death and not the police officer who shot him.

Student 9:

In the film «The Hate U Give» are there several instances where we can observe different sorts of stereotypes, prejudice and racism. One of the main scenes is when Chris and Starr are found in the school together against the wall. White girls walk past and does not understand how Chris can date Starr, even though he is white and rich and she is the opposite. Furthermore, can we see prejudice when Starr is on television. Even though Khalil has been shot and killed, the interviewer is only asking questions about Khalil being a criminal and not focusing on the actions of the police officer. Lastly, would I say that the main scene of racism is when Khalil is shot and killed. The police officer shoots Khalil because he thought he had a gun, even though he probably would not have shot if Khalil had a white skin tone.

Student 10:

We see a lot of stereotypes, prejudice and racism in the film. Already in the first scene we see how they learn what they should do if they got stopped by a police officer. They would not have to learn this if they were white. In the film there are a lot of stereotypes against white people. They repeat that white people only listen to Taylor Swift and more of not so good things about how they act. White people also had stereotypes against Starr. They for example used slang when they spoke to her. When Starr kissed Chris in the hallway, there were two girls giving them mean looks. This is a good example of prejudice. They judged them for being together because they weren't the same race. An example of racism in the film is when Khalil got killed by the white police officer. First of all, the cop would most likely not have stopped them if Khalil was white. The cop would also said "hands up" instead of just shooting him right away if he was white.

Student 11:

The film shows a lot of important themes. Stereotypes can be seen in this film. When Starr was in school with her friends and played basketball, they said that she should think of the ball as fried chicken. It is a stereotype that black people like fried chicken. Prejudice is a important theme too. On the scene where they are eating food at the restaurant and their father gets in trouble, this is prejudice. The police thought he was a criminal or had a gun, just because of the way he looked. If he was white this would maybe not happen. The hole film represents racism, however there are some scenes that stick out. When Khalil gets shot, Starr realized the racism in the world. Khalil did not do anything wrong, he did not have a gun and he was not aggressive, jet he was the one that got shot. The cop thought he saw a gun, however, this was just a hairbrush. This was a act of racism, Khalil got shot because the cop saw him as a threat because of the color on his skin.

Student 12:

In the film stereotypes, prejudice and racism are very visible. It is easy to see this, especially when the police show up. Like the scene at the restaurant, when the police showed up and wanted to arrest Maverick without any reason. This scene showed us how the police just assumed he did something criminal, and didn't let him speak. All three concepts are being showed here. The "Traffic stop gone wrong" and Starr's confronting towards Hailey is also an example. Both scenes show that people assume blacks of being criminals or bad people. Haily even said that the comb may looked threatening in his hands, but it didn't look threatening in Starr's hands.

Student 13:

In «The hate u give» stereotypes, prejudice and racism is visible throughout the whole plot. To start with, the very first scene where Starr and her brother is taught how to behave in meeting with the police, this is a great example of how black children have to deal with systemic racism from an early age. Also, the situation at the restaurant show both prejudice and racism, the officers just assume that Maverick is up to no good and an undiscussed threat. Clearly, the shooting of Khalil is another example of racism, imagine being killed holding a hairbrush. As well, i would like to highlight Starr's friend Hailey, and her behaviour. She shows a more personal kind of racism, stereotypes and prejudice, even though she claims to be fighting for BLM. The scene where she mentions fried chicken is a stereotype, in this exact case it may be discussed whether it was meant in a racist way or not, though. On the other hand, a clear example of racism and prejudice is her «fight» with Starr in the schoolyard. She claims that someone would have killed Khalil anyway, because he was a drug dealer and a criminal. Which shows a whole different picture that the reality and is only an attempt to justify the murder.

Student 14:

Racism is very visible in the film. It's police racism and personal racism in the film. A good example of police racism is that the police that shoot Khalil didn't get the punishment he deserved. Hailey had prejudice and is stereotypes about black people. She means she is more worth than black people and see herself at the center.

Student 15:

Stereotypes, prejudice and racism becomes visible throughout the entire film. The opening scene of the film starts with an African American family having “the talk”. It is quite common for African Americans to have a talk about how to act and express yourself around the police, this is because the police in the United States are racists. They believe that one ethnic group is more violent than others, therefore they often tend to shoot and kill African Americans at higher rates. We can also easily recognize prejudices in the film. When Starr is interviewed by the media, they keep asking questions about Khalil’s involvement in crimes, rather than why he actually was killed. There are also many stereotypes seen across the film, one example is how Starr is seen as ghetto for using slang, whilst the white teenagers are seen as cool.

Student 16:

Stereotypes are visible in the film for instance when Hailey said that with fried chicken, or when Starr’s uncle said that he wouldn’t have shot on a white person but on a black person because he thinks they are more criminal. Racism is visible in the film specifically from the police when they stopped Khalil when he drove and also when Hailey said that she would hold her peers when she met a collared person.

Student 17:

“The Hate U Give” has several examples of stereotypes, prejudice and racism. In the beginning for example, Maverick, Starr’s father, is teaching them what to do if they are stopped by the police. This demonstrates how even though America is supposed to be equal, there is still systemic racism allowing black people to be scared every time they talk to police, even though they have not done anything wrong. This is confirmed later in the movie, when Starr’s friend Khalil is shot and killed by the police during a traffic stop. The police officer clearly had prejudice towards Khalil and didn’t give him the benefit of the doubt when he thought he saw a gun.

Student 18:

Stereotypes, prejudice and racism is very visible in the film, the main character even points it out for us sometimes. In the beginning of the film, there is a party scene where black people talk about how white people party, they mention that white people listen to Taylor Swift and Kate Perry amongst other perceptions and assumptions they have about white people. One day at school when Starr and Hailey are playing basketball Hailey tells Starr that she should think of the ball as a piece of fried chicken, Starr gets upset by this comment, however Hailey explains that she said it because they had it for lunch. The reason Starr got upset is because this is a common stereotype amongst black people, that they eat a lot of fried chicken. Prejudice is very visible in the film, and I think the cops in the film are the best examples of it. Starr’s uncle is a black cop, however he admits that if he met a white man and a black man he would think twice before shooting the white man, however, just pull the trigger on the black man if they both were acting up, because in his mind, he believes that it would be more likely for the black man to have a gun. This prejudice escalates to racism when a white cop shoots and murders Starr’s friend. The cop acted out on his own prejudice, and it became racism with fatal consequences.

## Appendix XI: Responses to question 3

How is the idea of white privilege visible in this film?

Student 1:

The idea of white privilege is also very much visible in the film. Just the fact that the neighbourhood where the black people live and the neighbourhood where the white people live are so different, is white privilege itself. It is the same about the schools. This just shows that white people are born to succeed, while black people have it much harder and has a way more difficult way in life to take if they want to succeed. This is also showed by the fact that they keep repeating in the film that going into the drug business was the only way for the black people to actually make a living.

Student 2:

The movie show teaches us much about a society filled with racial injustice and police brutality. We see in the movie that black people have it harder in life because of their skin then white people. We see in the movie white privilege especially with the police system. Police kills African American teenager who have done nothing wrong. It is just the same setting, but a different name.

Student 3:

The idea of white privilege is visible in the film. One of the examples is just the different neighbourhoods. When you compare the black neighbourhood to the white, you see many differences. The white area has big and nice houses, they have clean streets and a big and good school. When you compare that to the black neighbourhood, you see how they have to struggle every day and it shows in their area. They have small houses, many of them damaged and old. Their streets are dirty, and their school is also old and bad. It is a privilege to grow up in a nice neighbourhood and go to a good school, when black people have to live like that and go to a bad school just because they are black and live in a black neighbourhood.

Student 4:

White privilege is visible in the film, for example in the start when Starr explains that “white people can act black and still keep their privilege” but when she acts or speak “it makes her hood”.

Student 5:

The idea of white privilege is visible in the film through the scene where Starr’s uncle Carlos, in the police says that he would say “hands up” before proceeding to shoot a white person, but not doing it, and rather shooting instantly when confronting a black person. Another incident where white privilege is clear is when Hailey states that a hairbrush looking more threatening in the dark when it is a black person holding it, compared to a white.

Student 6:

White privilege is visible in *The Hate U Give* because no one believed that the police officer was guilty in shooting a kid and said it was “a traffic stop gone wrong”. Also, Starr’s uncle said he would act different if he saw a white man at night then if he saw a black man. With this in mind it means that white people are not a threat to the community, but black people is shady who is more likely criminals and hiding something.

Student 7

White privilege is visible in the film in different ways. In the start the black and white neighbourhood are showed, the whites are clearly richer, with a big school and houses than the blacks. The blacks have small houses and a cheap looking school. The cops being so more violent to blacks than whites, and the protests against the white police mostly held by blacks just shows the differential problems.

Student 8

When we see the shooting were Khalil got shot, we see a white police officer who after the shooting wasn’t convicted for the murder of Khalil. In my opinion this is an example of white privilege because

he is in a way being favored by the court, jury and judge. Another example could for instance be that the white people in town goes to a good school called “Williamson Prep” with good educated teachers and a school uniform. However, the black people living in a low income neighbourhood called “Garden Heights” goes to a local high school with more violence and lower educated teachers.

#### Student 9

In my opinion, white privilege is mainly visible through the relationship between Starr and Hailey. Hailey does not understand the different experiences you have to go through as a black person, because she is white herself. For example, even though Khalil was killed she still cared more about how the police officer was doing than the incident. Furthermore, she clearly stated herself that she used the demonstration at her school to skip class. However, I believe that Hailey learns a bit about it throughout the film. Especially when Starr is threatening her with a hairbrush. She finally realises some of the horrible consequences there are of being black.

#### Student 10

The police officer who killed Khalil had white privilege. Because he was white, he didn't get charged and got away with it all. Starr also says to Chris that he can act as black as he wanted to, but he gets to keep his white privilege. If Starr would act black people would think she was a thug.

#### Student 11

The idea of white privilege in this film is very visible. When Khalil died many people started to have protests. The school Starr went to did this too, sadly not for the right reasons. They just wanted to get out of a chem test. One can think that this shows privilege because they do not need to protest for their lives. If they cannot see the problem in that situation and stand up to what is right, they are very privileged. They are also privileged to be who they are and not think about how people would react. In the film Starr talks about how she cannot be herself at that school. They will see her as hood if she uses slang, this is not the case for anyone else in that school. White people can do what they want without the fear that people will look different on you.

#### Student 12

We get to see how the white people in this film have benefits the black people don't have. The cop does not get punished the way he should, he only gets transferred over to another place. In a discussion between Starr and her uncle, who is a black police officer, they discuss the scene with the comb. He tells her that he also would shoot if he thought a black man held a gun, but if it was a white man, he would tell him to put it down. This shows us that the system has benefits for white people.

#### Student 13

White privilege is also quite well pictured in the movie. In the beginning, Starr shows her two different neighbourhoods, the black community and the white school. These pictures are very different from each other and show how big the differences for income must be among blacks and whites. Later on, Starr says: “Slang makes them cool, slang makes me hood”. Which shows how even the language between even aged teens can be a white privilege. As well, Starr has a conversation with her boyfriend about white privilege. He claims that whether you are black or white, doesn't matter. “Nobody gives a shit”. Starr highlights the fact that “you can act black, but you get to keep your white privilege”. The thing about white privilege is that it seems to be invisible for white people.

#### Student 14

Chris supported black people to the full but wanted to keep having white privilege. Something he looked away from in the end of the movie. There are many other cases in the movie that shows white privilege like Hailey, the police and etc.

#### Student 15

White privilege is very noticeable in the film. When Starr is talking with her police officer uncle, he admits to that he is more likely to kill a black person, whilst when handling a situation with a white person, he would more likely ask the person to take their hands up. White people do not fear that they



will be killed by the police, black people do. At young ages such as 8 years old, they are given a talk about how not to get shot by the police.

#### Student 16

The idea of white privilege is visible in the film because the police does not behave the same to white people as they do to collared people. As well as when Chris and Star sits in the car outside of the prom Star says to Chris: "Ya'll want to act black, but get to keep your white privileges". The privileges Star talks about here is that Chris does not have to see his friend die or get arrested for something he did not do.

#### Student 17

In the beginning, Starr walks through her high school, where there are almost only white students. She explains how they can use slang and "act black", while she does that, she is looked at as a thug. She says: "Slang makes them cool. Slang makes me hood". She later describes to Chris: "Ya'll wanna act black, but you get to keep your white privilege". What she means by that is that yes, they think it is cool to be black, but they do not have to worry about all the negative aspects about being black, like the prejudice and racism. That is one of the ways white privilege is portrayed in the film.

#### Student 18

The idea of white privilege is easily visible in this film. Starr's uncle's comment is an example of white privilege, however, her boyfriend, Chris, is also an example of white privilege. All the times we see him driving around with Starr in his car, he never gets pulled over. Also, Starr and her brothers had to learn from an early age what to do when they would interact with a cop, because their father knew that they would often get stopped because they are black. Another example of white privilege is when white people at Starr's school use slang, Starr says "Slang makes them cool. Slang makes me hood", so they can use slang, however if she uses it is perceived as improper and negative and ratchet.

## Appendix XII: Responses to question 4

Did the film help you develop a greater understanding of stereotypes, prejudice, racism and white privilege? If so, in what way has this awareness changed the way you look at things now?

Student 1

When I saw the film for the first time back in May, I had not really learned anything about stereotypes, prejudice, racism and white privilege yet, so I did not really pay so much attention to these things. Also, we did not study the film then, we just kind of watched it for fun. However, when I studied it this time when I had learned about all these different things, I paid much more attention and developed a greater understanding of stereotypes, prejudice, racism and white privilege. On the other hand, when I watched the film for the first time, I did develop a greater understanding of the situation in the United States in general. Even though the film helped me develop a greater understanding of stereotypes, prejudice, racism and white privilege, it did not really change the way I look at things now. I just think it was great to kind of see some examples of it with my own eyes from the point of view of black people who experience being treated badly because of these things.

Student 2

The movie show teaches us much about a society filled with racial injustice and police brutality. We see in the movie that black people have it harder in life because of their skin then white people. We see in the movie white privilege especially with the police system. Police kills African American teenager who have done nothing wrong. It is just the same setting, but a different name.

Student 3

The film did not help me understand racism, prejudice or stereotypes better, but it helped me to understand how big of a privilege white people can have without even knowing it. I have always known about white privilege and that it exists, but I did not know that it could make such a big difference in someone's life. The film really showed how some black people in the US might live, and how that affects their whole life. When someone grow up in a poor area, it is really difficult to get out of that community and make your life different than your parents, especially in the US or poor countries.

Student 4

I think I always was aware of the situation but it definitely strengthened my view on the matter and that it still is a very relevant theme today with BLM and maybe a bigger outcry for racial equality rather than ever after the death of George Floyd.

Student 5

Yes, the film absolutely helped me develop a better understanding of stereotypes, prejudice, racism and white privilege in the way that it shows a good perspective of every one of the concepts. The film shows good situation of how unfair and unequal racism and prejudiced thoughts makes us, and how white privilege is real. It made me more aware of how negative these thoughts are, and how badly a person with the power of the situation could make it for a person he has prejudiced thoughts about.

Student 6

The film helped me develop a greater understanding of stereotypes, prejudice, racism and white privileges. Now I can see the different in stereotypes, prejudice and racism in peoples expressions. And I have developed an understanding of what obstacles black people have to go through.

Student 7

The film helped me get a greater understanding of stereotypes, prejudice, racism and white privilege. It helped me understanding more the "black life matters" happening on the media. I now understand how serious this theme is, and why others also want to help. In my opinion the movie has a lot of realistic examples showing racism, making it a movie you learn a lot from.

Student 8

I had watched this film one time earlier at secondary school, so I knew in a way what the film was about and what it showed. However, I had little knowledge about stereotypes, prejudice, racism and white privilege before watching the film. In the same way the film managed to let me see the facts I knew in some sort of action. It gave me a picture of how bad it is some places in the world. And some scenes really got a little stuck in my mind when hearing the words like “prejudice, racism, stereotypes”. Afterwards I am more aware of what’s going on in for instance America. But I don’t think of it constantly and I am aware of that it is not always the police officers fault, because they do their investigation on people before they actually pull them over or try to arrest them, and uses that information to figure out the right way of acting in comparison to their former actions and eventually convictions.

Student 9

The film has definitely helped me create a better understanding of stereotypes, prejudice, racism and white privilege. It expresses examples of different happenings that people have to go through. What mainly helps towards that is how realistic these happenings could be. We receive an image that these instances are true and could very well happen in real life. “The Hate U Give” has definitely helped me see to such a degree how much prejudice and racism a person has to go through. As well as be aware of the little things that may be racist that play a huge role in the bigger picture.

Student 10

The film gives you a perspective of how it is to be black in the USA. We get to see how they are actually treated, how they are feeling and what they have to go thru to get equal rights. I have always been against racism, but after watching this film I want to help and make a change. It helped me understand how important it is for this generation to make the world better and more equal for the people in the next generation. Even if we don’t experience the same amount of racism in Norway as they do in the US, I think people from all around the world can help it stop.

Student 11

The film helped to understand racism and other terms a little bit better. In the film you can see examples of stereotypes, prejudice, racism and white privilege. When you get to see this from another point of view it is easier to understand. Starr went through a lot of racism in this film, she had trauma. After seeing the film, it will be easier to understand what is hurtful and what you should not say.

Student 12

The film helped me understand more how stereotyping, prejudice, racism and white privilege is in the society. Many of the scenes shows us that even the police are racial. It also tells us that the white ones can use slang and that makes them cool, but if blacks use slang, they get hood. White people can act the same, but white people just get cool, when the black ones are being bad out of it, this shows us how the white people have privilege. I didn’t know this before, but I understand it, and it makes sense now that I know it. Now, I especially look at the American police system as racial, especially after the scene with Starr and her uncle. He himself is a black cop, but he is also racial, because the system has taught him it is that way.

Student 13

The movie did undoubtedly give me a greater understanding of these elements and their causes and consequences. It was fascinating to see the development and different stadiums of what seems to be the same issue. It starts with stereotypes, then comes prejudice and it all ends with racism. Also, the portraying of white privilege was very good and educational. With this new and better understanding, I find it easier to recognize situations which include some of the elements. I also have a greater understanding of how stereotypes may turn into way worse things, if one has an ethnocentric mindset. As well, having seen a police murder gives me a better understanding for the situation in the US today and the importance of the BLM movement.

Student 14

I could somethings about these themes before I saw the movie, but I understand so much more now after the movie.

Student 15

The film did help me develop a greater understanding of stereotypes, prejudice, racism and white privilege. It really helped med see how life could be for people of different ethnic groups, and how racism makes people feel about themselves.

Student 16

The film helped me develop a great understanding of stereotypes, prejudice, racism and white privileges. In the way that I think about when something is racism and understand that it is even when it is not meant to be racism, but it just gets racism because the person that said it had stereotypical and prejudiced thoughts.

Student 17

This movie gave me a good look at how it is being an African American teen. It really gave me a new understanding of prejudice and racism both personally and systemically. I had seen the movie before, though, so I might not have gotten an “Aha”-experience while watching the movie this time, but it helped me strengthen my comprehension on the subject. Onwards, I will probably be more aware of these things in my everyday life.

Student 18

I do not think this film helped me develop a greater understanding of stereotypes, prejudice, racism and white privilege. It is a great film, and it shows the different themes really well, however, I already knew what all of these themes meant, and I have a lot of knowledge about this theme since I am highly interested in removing injustice from the world. I already knew a lot about racism in the US, and I have seen different films that have helped me understand why it is the way it is.

## Appendix XIII: Responses to question 5

Did the film affect you or change you in some way? If so, how?

Student 1

When I saw the film for the first time, I developed a greater understanding of the situation in the United States in general. Even though it has been quite some time since I watched it, I still remember feeling a little shocked, especially by the scene when Khalil got shot. I had of course heard about all these episodes where this had happened in real life, but it was not before I kind of saw it with my own eyes, that I realized how bad the situation really is. So, I would say that it kind of changed me then and made me realize how bad it actually is.

Student 2

Not answered

Student 3

The film did not really affect me or change me, but as I wrote it gave me a better understanding of how big of a difference white privilege can make. Even though I already knew the other things in the film, it can probably affect many people. There are many people who do not know how big of a problem police brutality and racism is in the modern community in the US. I hope and think that other people that watched this film learned something about that.

Student 4

I don't think the movie personally changed me.

Student 5

The film made me want to be more involved in the fight for equality, through showing how unfair things are. I am now more aware of the unfairness in the American law system, systemic racism happening towards minorities in the US.

Student 6

The film affected me because I got mad when I see how white people can just assume a police officer made the right choice in killing a black kid who wanted to know what he did wrong and just because of his skincolour the officer felt threatened of his behaviour. And no one focused on the fact that he killed an unarmed kid, and just what Khalil was doing and how he was a criminal dealing drugs.

Student 7

Not answered

Student 8

I don't really think that the film changed me that much, but it affected me in a bigger way. Like I saw how much work a family has to go through every single day to get their children to a better and safer school. I saw how difficult it could be always being looked at as less valuable. It got me thinking and really understanding in a way of how it must be living in a low-income area and black at the same time. In a way I got more respect for the people who live in these poor neighborhoods.

Student 9

"The Hate U Give" has definitely affected me, as well as changed how I think about stereotypes, prejudice and racism. It has certainly changed how aware I am of the different concepts of racism, prejudice and stereotypes. However, one of the main factors that has affected me is seeing the horrible experiences you have to go through when being a victim of any of these concepts. The battle you have to fight is not something I wish upon anyone. The fact that these people is completely innocent as well makes it even worse.

Student 10

Not answered

Student 11

“The hate u give” is a really powerful film. It is so realistic, and one can really see how real this problem is. Especially the protests, these scenes were hard to watch. It looked like what happened earlier this year and what is still happening to this day. This movie was made before it all started. This really hits hard because one understands that it has been such a big problem all the time, however it did not get the attention it needed until this year. I have known of this theme for a long time and I know a lot about it because I think it is super important. Therefore, this film did not change the way I see things, it just proved my point of the importance of bringing racism to light.

Student 12

The film did affect me, and I got both sad and mad watching it. I know people treat each other bad and so but watching it and watching the consequences of what can happen when we look different because of race makes me really mad. I just can’t understand how people think it is okay to treat other people badly. In my opinion everyone should be treated equally, no matter what race.

Student 13

After watching the movie, my perspective has not changed a lot, because I already had an anti-racist mindset. Although, I am now more aware of both my own behaviour and the behaviour of people I am surrounded by, because it is easier to spot the different elements, after seeing so many examples in the film. I would like to answer that it has not changed my opinions, but it has changed my awareness. I do now have a greater understanding of the racism issue and is therefore more aware of small similar situations in my own everyday life.

Student 14

The film didn’t change me but it has affected me. I can more about stereotypes, prejudice, racism and white privilege now and the movie affected me like I want to help black people. I think it is unfair and everyone should have the same opportunities.

Student 15

Racism needs to be stopped and I hope fewer people will experience it in the future. It has never been acceptable.

Student 16

The film affect and changed me because now I understand much better when something is stereotypes, prejudice, racism or white privilege, also when people did not mean it that way, similarly if I am the person that does it.

Student 17

Not answered

Student 18

This film did not change me in any way. I already knew how bad it was, and I actually reacted on how some of the things in the movie is played out. For example, after the police man shoots Khalil, he calls 911 right away and seems pretty upset about the whole situation. One can argue that the police man was scared because he understood that he had his own prejudice or racist thoughts, however in similar cases to this one, the police have hesitated to call the police or the ambulance. There are cases similar to the one in the movie that have happened/happen every month, so it does not really affect me the way it might affect others who hear about the injustices for the first time.

## Appendix XIV: Responses to question 6

Do you have any further comments to this film project?

Student 1

In conclusion, I think this was very good, and most importantly, meaningful film. It is fun to watch good films like this, and that we also learn from it makes it even better. I liked the way we studied the film and thought the Friday when we did this was surprisingly fun and not too much work like I had feared. I especially liked that we did not have to take notes while we watched the film because I feel like that is just very stressful. So, it was a great day where I developed a greater understanding of stereotypes, prejudice, racism and white privilege by seeing it with my own eyes from the point of view of the black people that actually experience this.

Student 2

I think the film was a great way of explaining someone about how hard it is to be African American and how white privilege still exists. Even though the movie calls attention to brutality and action, it gives a symbol of hope. Teenagers who is fighting for justice and equal rights and equality.

Student 3

The film was really good, and for many educational. It shows the modern problems in the US in a great way. If you do not know all of this before you watch the film, I bet it can come as a shock to see how bad it is. I liked the way we studied the film, it made me remember more and reflect on the things that happened.

Student 4

I think the film was good and I learned more about the situation in the US. I think the way we studied the film was an effective way of learning although we could have studied the movie for a week and still not hit bottom. So, there was a lot to take in and only a day to do it but it certainly was a great day of learning.

Student 5

In my opinion, this film project was fun, different, and a more enjoyable way of learning. I think it made me learn more than I would have learned through a more traditional way of studying.

Student 6

I liked the setup of studying the film, and think it was a learning full day.

Student 7

Not answered

Student 8

To conclude, I really liked this film project, because we got to see a film and to learn more and take a closer deep in what it's like being black in a country with prejudice and racism. And I liked that we got to write a few notes in between the scenes so we remembered better what happened in every scene. I think that it is a really good film which in a way are entertaining at the same time it teaches us something important.

Student 9

Although I had seen the film earlier it was interesting to see it again because I observed many different things, I did not have the opportunity to do the first time. I liked how we went through the film. The "fagdag" was well thought through because it helped how we went through the film in different methods in order to understand it even better. The way we studied the film was great and we can absolutely do it again in the same way.

Student 10

I really like this movie, and I have now seen it 5 times. I think this is a film everyone should watch to make them understand how important this topic is. I really liked the way we studied the film, it was fun and I learned a lot at the same time.

Student 11

I think the film project has been super important and interesting. I liked the movie a lot and I think I can say the same for everyone. Because of the way we studied the film we got to learn a lot more than we would if we just watched it normally. I also think the group discussion afterward was a good idea. We got to share our thoughts and we got other interesting ideas and argument. I really liked this project and hopefully it will not be the last one.

Student 12

I really liked this film project. The film has an important message, and I think everyone should watch it. It makes you understand things around racism and privilege more easily than just reading about it. The tasks we answered between the scenes also made me understand each scene easier. From this project I have learned some things, but most of the things I knew from before. I did know that the police system was a little bit racial, but in this film they show us how bad it actually is. I really liked the last scene of the movie, and that is something from the film I am going to remember. Starr says that even if we receive hate, we need to stop giving hate, because then we can break the cycle.

Student 13

Not answered

Student 14

My impression of this movie is very good. I have seen it a few times and I get shocked every time on how black people struggling and how white people behave. I liked how we studied the film and I thought it was fun. I have learned how impaired black people is in the society and it should not be like that. I liked almost everything in the film, but it could be awkward sometimes.

Student 15

Not answered

Student 16

Not answered

Student 17

In the end, I thought this was a very good movie. It demonstrated perfectly some of the issues a black teenager in America is facing in their day-to-day-life. I think the way we studied the film was nice, although I would have liked it more to just watch it and not stop every 30 minutes, but I understand that that was necessary.

Student 18

Not answered



## Appendix XV: Responses from the class discussion

### Teacher's notes from the class discussion

(No recording)

(The comments below are excerpts and many students said the same things, just using different words)

### Character development in the film

- Starr is the one who changes the most: her identity ("if you don't see my blackness you don't see me"), she starts to fight and uses her voice as a weapon, the last scene when she talks about breaking the evil cycle
- Chris: begins to understand white privilege
- Maverick: Accepts Starr's white boyfriend
- Hailey: does not seem to change: the last scene in the cafeteria. Keeps to her white friends.

### The story's relevance to Norwegian society

The students provide examples of stereotypes, prejudice and racism in Norway:

- Difficulties getting jobs when you don't have a Norwegian surname
- One student had read an advertisement: House owners only want to rent their flats/houses to Norwegians because of bad experience with people from other cultures (Many of the students recognize this and some point out that house owners would not hesitate to rent out their flats to other Norwegians if they have had bad experience with Norwegians before).
- People may have prejudice towards Muslims as being terrorists.
- People may believe that immigrants do not have a proper education or show skepticism to doctors, nurses, lawyers, etc. that have dark skin
- People are surprised that people with dark skin can speak proper Norwegian even though they are born in this country
- One student had read a story about a black woman who was addressed by a white man as if she was a prostitute

### Comments about scenes that made an impression on them

- The opening scene about how to behave in case of traffic stops:  
"It's shocking how people need to do this in order to save their lives".  
"I think it's sad that this is their reality and that they have to be taught this at such an early age".  
"I think it is sad that black people have to do this. It should not be dangerous for an innocent person to be pulled over".
- The TV-interview:  
"The media and the police cares more about the bad things about Khalil than the fact that he got killed. It seems like he is the one charged and not the cop. People have prejudice towards black people, so they look at a black guy in the situation as the bad guy"  
"This is prejudice, it's like the interviewer is trying to justify that he was killed"

- The scene at the restaurant:  
 “The police immediately suspect that the black person did something wrong. What is interesting is that the black police officer is also racial profiling himself, even though he himself is black”.  
 “This is racial profiling because the cops take it for granted that the black family is up to no good”.
- The conversation between Starr and Chris about white privilege:  
 “Starr says that white people get a head start in life, even if they act the same as blacks”  
 “The police don’t always assume white people are criminals like they do with bad people”
- Starr’s speech:  
 “Starr uses words instead of guns. If the officer would have used words instead of violence, Khalil wouldn’t have died”
- Last scene and Starr’s words: “It’s not the hate *you* give, It’s the hate *we* give. But we can break the cycle”:  
 “Firstly, the systemic racism needs to end. Then, both sides need to be more united. White people to stop being scared of black people, and black people to stop teaching their kids that everything is unfair (of course after the racism ends)”  
 “The cycle could be broken by not hating each other. The hate people give results in violence”

**General comments/ their impression of the film/what they had learned:**

- Some students expressed that the film had made them become more aware of the reality of racial issues. They agreed to the importance of using what they had learned to change things in the future.
- Many students said that the film reminded them of the importance of young people using their voice as a method of protest:  
 “My voice is my strongest weapon”  
 “If we fight together for equality for everyone, that might break the cycle”  
 “Our voice is a powerful weapon”  
 “If racism is to be ended, WE need to be the change”  
 “If everyone can see what’s on the inside and accept that we are different colours only on the outside”

## Reflection note

When I started out on this journey, I had no idea how much I was going to learn and to what extent it was going to change me. Due to recent incidents concerning police violence against African Americans, dealing with racial issues through this film project became more relevant than any of us expected. Unfortunately, racial issues also became real for the students and me personally, due to incidents in our small community. However, these incidents gave racism a face, and it allowed us to reflect upon the reality of racism and connect what we learned to our own lives.

Racism is growing on a global scale, including Norway. There should be more focus on learning about the dangers of stereotypes and prejudice in schools, as young people are the future of our nation. I have always considered myself to be open-minded and non-prejudiced. However, I find myself in situations where I recognize my own stereotypical thoughts, and I realize that I have been unconscious of my own beliefs. My students and I may recognize ourselves in DiAngelo's description (and experience) of having a worldview shaped by a white experience in a white world with all the privileges that come with it. However, even though we cannot help being a product of a socialization process that has given us a white reference, we can become active voices that allow us to reflect upon situations in the future.

Using film as a method for teaching was not an obvious choice for me. Ever since my childhood, reading books has been my preferred way of reading stories. I brought my passion for books into the classroom and for 20 years, books would be my priority when teaching literature. Using film has changed my perspectives on literature, and it has changed the way I teach. What I have learned about using film and the film project developed for this thesis has set out a new path for me concerning teaching methods. The enthusiasm my students showed, how they managed to point out and discuss racial issues in the film has made me confident of using film projects in the future.

I was fortunate to be able to try out this project in an upper secondary class consisting of only 22 students. The students are motivated and preparing for college and they are my students! The result may have been different if the project had been tried out in several classes, and not only with my own students. Doing this again, I would have involved more classes and teachers. However, the pandemic situation this schoolyear made teaching challenging, especially since a project like this requires close cooperation between teachers and that the students have to physically present. I managed to have my project just a couple of weeks before the school closed down.

Another thing is that the class is quite homogenic. That can influence the discussions in two ways. On one hand, students may find it easier to discuss racial issues when they all have the same reference. On the other hand, issues discussed from the same standpoint of white reference may prevent them from seeing all sides of the issue in discussion. However, this did not seem to be the case with this project, but the danger of that happening was there.

One of the things I regret is having too many questions, and two of the questions were quite similar. In addition, it may have been enough to focus on less concepts. The data I received from the reflective texts gave me much information but analysing all this demanded a lot of space. In the aftermath, I see that it would have served the analysis better to study less concepts, ask less questions and rather include some focus group interviews that would allow me to get more out of their answers.

This thesis deals with both intercultural competence *and* film. It demanded much space in the theoretical framework. It was challenging to enter the revision phase of removing parts that I found important and relevant, especially since there are so many important issues to focus on. However, everything I have learned in this process has given me new insight, and I see the importance of focusing on racial issues in the classroom through the use of film. The project changed the way I think and the way I teach. I will certainly continue creating film projects about these issues in the future.