

In Class Assignment –Front Stage & Back Stage Microaggressions

This assignment works well in a classroom where you have recently reviewed Goffman's theoretical perspective Dramaturgy, particularly the concepts of front stage and back stage. Also, make sure that students have a general understanding of the concept microaggressions before this assignment.

Several materials to consider as out of class reading on in class before the assignment include:

Video- <http://www.pbs.org/video/soche-talks-two-faced-racism-whites-backstage-and-frontstage/>

Book- An excerpt from Houts Picca, Leslie and Joe R. Feagin. 2007. *Two Faced Racism: Whites in the Backstage and Frontstage*. New York, NY: Routledge.

News Article- <http://www.cnn.com/2010/US/01/12/reid.race.lessons/index.html>

Choose two videos from the Microaggressions video collection, at least one that occurs in a backstage space (the Apartment video is a good example) and one that occurs in a front stage space (the Bus Stop is a good example). Show these videos in class and then ask students to complete the following assignment in their small groups (about 4 students per group is ideal). When students have completed the assignment use the assignment as a launching point for further classroom discussion.

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Date: _____ Names: _____

Give 2 examples of each:

Front stage space-

Back stage space-

What are some specific ways that you saw microaggressions differing in front stage spaces versus back stage spaces in the videos you saw?

What are three reasons, based on your understanding of dramaturgy, that people might act differently in front and back stage spaces?

Why might someone feel comfortable engaging in explicitly microaggressive speech in a backstage space? Do you think they would feel comfortable saying those same microaggressive things in public? Why or why not?