A stereotype: *a generalisation about, or a standardised image of, a person or group of persons. It ignores the fact that we are all individuals.*

Authors regularly use and question stereotypes. Consider which characters reflect stereotypical views and values.

a. **Verb:** Mr Lim *stereotypes* consumers who buy bottled water as "trendy suckers".

b. **Noun:** Aunt Alexandra perpetuates *the stereotype* of the submissive girl in a dress, who should be a "ray of sunshine" in the lives of men. *(to perpetuate: to make perpetual - continuing or enduring indefinitely)*

c. **Adjective:** Scout Finch does not conform to *stereotypical* gender roles. *(to conform to: to become similar in terms of character; to act in accord or harmony)*

d. **Adverbial:** *Reinforcing feminine stereotypes,* Aunt Alexandra expects Scout to play with tea sets, "small stoves" and her "Add-A-Pearl necklace".

TEXT 8: **"Chinese Dancing, Bendigo Style" by Joo-Inn Chew**: *Joo-Inn Chew's father is Chinese and her mother is Australian. As "half Chinese" children, with "middle-class urban-hippie parents", she grows up in Bendigo, surrounded by "fifth generation Australian farmers". (See Text 9)*
"*We didn't seem to belong anywhere. The kids in my country primary school had sandy hair, pale freckly skin and blue eyes that could read the board from the back of the room without corrective lenses. They drank red cordial and ate white-bread sandwiches. The girls played Barbies and netball and had names like Debbie and Michelle. The boys rode BMXs and kicked footballs and were called Craig and Derrick. All of them knew the difference between the Hawks and the Magpies (...) My siblings and I had dull black home-cut hair and glasses that got broken when we failed to catch balls that were thrown at us. We ate wholegrain bread (...) We lurked at the edge of the playground and ate our lunch in the library where we read the Guinness Book of Records for the tenth time.*" (247)

Using the sentence models, analyse the stereotypes in Text 8. (Also Text 62, p. 90.)

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Exposing stereotypes: *Authors often question and expose stereotypes to make a point about identities, injustices and social expectations.*

a. **To challenge:** Ms Jinger *challenges* the stereotypical view that football is "too rough" for girls.

b. **To expose:** Ms Jinger *exposes* the coach's stereotypical attitude towards women's physical capacities.

c. **To subvert:** Diana *subverts* the stereotypical image of a "dutiful daughter" by resisting her mother's goals. *(to undermine the principles of; to cause the downfall or ruin of; to overthrow something established)*

d. **To defy:** Sally *defies* the stereotypical view of women by refusing to burst into tears. *(to challenge the power of; resist boldly or openly)*

e. **To undermine:** Sybylla *undermines* the stereotype of a submissive girl by refusing to "beg for forgiveness". *(to weaken; to destroy gradually; to weaken by secret means)*
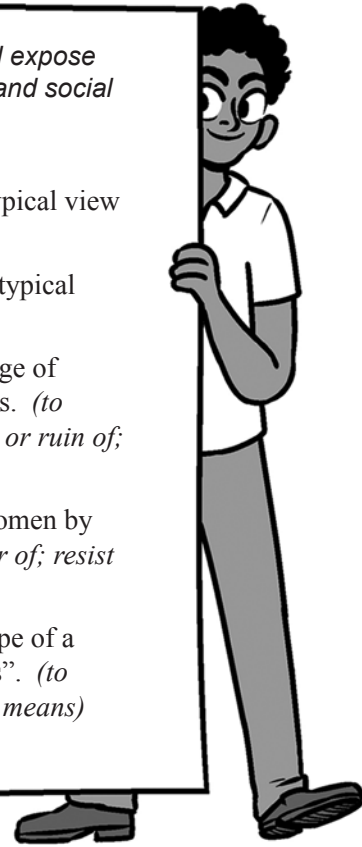
TEXT 9: **Joo-Inn Chew ("Chinese Dancing, Bendigo Style") finds a place to belong.**
"We joined the association (the Bendigo Chinese Association), and my sister and I put our names down to learn 'Chinese dancing' (...) We weren't all friends, but when we stepped out together to the music we were a tribe! (...) Everyone in the group knew what it was like to suffer under a Chinky surname, to look a little different and perhaps to have a Chinese parent who would stay too long at parent-teacher night discussing our marks. And we knew how good it felt to have these differences go from being liabilities to being assets, reasons to go on stage, to dress up and dance and be applauded (...) We did Chinese dancing and walked in the procession for years. It was glorious to march before the cheering city, to smile and wave like royalty, to dance and be applauded by classmates — all for being Chinese. Most importantly, for being the kind of Chinese that we really were — not Asian waifs, but Australian Chinese, half-halfs, part-Chinese but mostly Australian, same and different, just a little bit special." (249-50)

Using the sentence models and quotes, analyse how Chew challenges the stereotypes in Text 8.

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