

Log Extract

Title: And they're still painting privilege: An in-depth investigation on the role of mass media and unconscious bias in the perpetuation of prejudices and racial stereotypes that influence injustices experienced by minority groups within contemporary society.

My initial fascination to the reality of contrived stereotypes stemmed from my exposure to the representation of people of colour on discrete social media platforms. As the prevalence of these stereotypes progressed throughout time, my curiosity further developed. I later came across a Netflix film, titled “*The 13th*”, where my understanding of racial profiling and judiciary injustice against black people enhanced. I began questioning if there was a link between the degrading stereotypes bound to the black race and the media and if these stereotypes are what have formed the foundation of their inequity. I began writing down possible topic ideas, trying to link words together to form an inquiry question. Soon after, with the approval of my teachers, an inquiry was constructed that captured my attention the most. I began forming my hypothesis, considering the links between the media, stereotypes and the injustice prevalent today and devised my initial hypothesis to the following – *the media has been a perpetrator of racial stereotypes within society, ultimately instigating acts of injustice towards people of colour.*

I initially commenced broad secondary research on the media’s influence of racial stereotypes towards the black race in America but soon after shifted my focus to include Indigenous Australians, to vocalise their issues faced as a minority within the nation. I found a spectrum of secondary sources which enabled the attainment of quantitative and qualitative public knowledge from the macro-sphere. Secondary research enabled me to obtain online books, websites and articles which encompassed academic research, permitting a greater amount of reliability in my research, strengthening my findings and broadening my understanding of my inquiry. The secondary data further directed my investigation on the media’s stereotypes and institutional injustice while complimenting my primary data.

I undertook primary research as a method of gleaning personal experiences and attitudes on the nature of racial injustices. Questionnaires were issued as a scheme to obtain both quantitative and qualitative data, distributed amongst 80 participants of diverse ethnic and racial backgrounds and of various generations to allow variety in the opinions attained, making it predominantly unbiased and reliable. However, the inability for clarification of questions asked and possible misinterpretation restricted the validity, acquiring further primary research to be

utilised. Three structured interviews were conducted as a means of attaining additional qualitative data. Complications arose amid the conduction of the interviews, with the current pandemic restricting my ability to conduct any local interviews in person, shifting my interviews to media platforms. Despite both primary methods yielding an ample amount of primary data, I decided to conduct content analysis to gain first-hand exposure to the racial disparities present in media forms, specifically looking at social media platform, Facebook. The results gathered from my content analysis largely corresponded with the secondary data presented, enabling validity in my work. Primary data, complimented by secondary data gathered, proved essential for this project's inquiry and enabled my enhancement as a socially and culturally literate person through my ability to empathise with the matters prevailing within other minority groups.

Through the completion of this project, the investigation has provided clarity in the inquiry and hypothesis of the research topic. This process has been enlightening, yielding a greater understanding of ethnic issues distinct from those present in my own and the importance of the issues presented. The public knowledge and personal experiences attained from this project enhanced my degree of social and cultural literacy.