

Js 096fy 48108/1 (Area E)

Social Inequality and Social Justice (MUSE) Seminar

Fall 2009

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Class Time: T, Th 1.30-2.45
Class Location:
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Course Description

This class is designed to engage the student with their “social location or standpoint” which is an intersecting phenomenon of social inequalities/privileges like race/ethnicity, class, gender, sexuality, ability, age, and nation. The student’s standpoint or location is also analyzed to its relationship to the “matrix of domination” an interlocking phenomenon of these intersections that involve the hierarchical organization of such phenomenon like classism, racism, sexism, heterosexism, and ethnic/religious discrimination. We begin the class with an exploration of how social difference is constructed through the social construction of categories like rich/poor, white/non-white, men/women, able-bodied/disabled, and citizen/foreigner. We analyze how these categories foster stereotypes, misperceptions, as well as fear, and social control. We also analyze how various institutions like work/economy, media, state and public policy help to maintain these inequalities. We conclude the semester with people’s personal accounts in dealing with social inequality in their everyday lives and scholar-activists’ strategies for resistance and social change.

Course Objective

The course objective is to develop or enhance critical thinking skills about the student’s social location vis-à-vis the class material on social inequality within a process of critical self-reflection. The student will demonstrate these skills through a keen analysis, shown through her/his written and verbal projects.

Students will read personal, first person essays that speak to the impact of inequality on people lives.

Students will analyze how institutional structures shape these personal, first-person experiences through reading and writing assignments.

Students will understand how structural inequality create and maintain categories of social difference that impact people psychologically, physiologically, and social/culturally from early life (ex. family and educational institution) to later life stages (media, state and policy institutions).

Students will learn theories and concepts that affect human development, health, and life chances.

Students will challenge their assumptions on the nature of social inequality and stratification particularly in regard to stereotypes and social phobias toward people who are marginalized and disenfranchised by society.

Students will examine interpersonal relationships through class discussion, fishbowls, and peer conversations.

Students will examine the difference between the family unit and the educational system as two powerfully influential social institutions.

Students will examine how education, as an institutional structure, shapes individuals, including themselves, and SJSU's role in that shaping.

Students will experience the cultural resources and rich intellectual environment that SJSU offers each semester.

Students will reflect on how they can positively develop within the SJSU campus environment.

To practice comprehension and analysis of scholarly material, to identify the thesis and supporting points of that material, to incorporate it appropriately into your own work, and to make links from the class material to everyday experiences and narratives.

To learn how to research topics effectively, gather evidence from a variety of ACADEMIC sources, and use proper APA citation methods.

To present your ideas and research in a clear, effective manner in writing and in oral presentations

Class Format

Class sessions will include large and small group discussions (peer-reviews, fishbowls, etc), short lectures, oral presentations, and either video, music, and cultural examples. We will also perform a range of exercises in analysis, interpretation, revision, editing, and outlining, using real world situations, personal stories, and local/global examples. Overall, the class format will summarize and emphasize important points of the class, establish a healthy and respectful atmosphere to facilitate learning, and provide teaching methods that are intellectually challenging.

Introduction to MUSE

University-level study is different from what you experienced in high school. The **Social Inequality and Social Justice** (MUSE) is designed to help make your

transition into college a success by helping you develop the skills needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily work with your professor and fellow students. MUSE courses explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspectives.

Learning Objectives and Activities for this Course

This course qualifies as an Area E (Human Understanding & Development) course in your General Education requirements. It is designed to enable you to achieve the following learning outcomes:

- To recognize the physiological, social/cultural, and psychological influences on personal well-being. [GE]
- To recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan. [GE]
- To use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. [GE]
- To recognize themselves as individuals undergoing a particular stage of human development and, how their well-being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment. [GE]
- To understand the learning process and their responsibility and role in it. [MUSE]
- To know what it means to be a member of a metropolitan university community. [MUSE]

The following content and activities will be incorporated into the course as you engage in the subject matter of the course:

- Diversity: Course shall incorporate issues of diversity in an appropriate manner. [GE and MUSE]
- Writing: The writing requirement is 1500 words in a language and style appropriate to the discipline. [GE]

- Activities to achieve the GE outcomes described above by including:
 1. A focus on the interdependence of the physiological, social/cultural, and psychological factors that contribute to the process of human development and determine the limitations, potential, and options of the individual across the lifespan;
 2. An understanding of the university as a learning center for the integrated person, an introduction to its resources, and an appreciation for the intellectual and social vitality of the campus community;* and
 3. An inventory and evaluation of university-level learning skills (e.g. methods of inquiry, critical thinking, study skills, research skills, and information literacy) and an exploration of the application of these skills to the student's academic and personal development.*
 4. An understanding of ethics and integrity in academic and non-academic settings. [GE]
- University scholar: Course activities should be designed to enable students to improve critical thinking skills, information competencies, critical writing and reading skills, and group interactions. [MUSE]
- University life: Students should attend workshops and participate in group activities to help them learn about university resources and activities and to improve in areas they have identified. [MUSE]

Course Text and Materials

Selected articles available on the web at:

<http://online.sjsu.edu/>

then login to Ce6 and find my course and contents.

Publication Manual of the American Psychological Association, Fifth Edition.

Course Grading Guidelines

ALL ASSIGNMENTS MUST BE PRINTED DUPLEX (front/back) OR YOU ARE SUBJECT TO GRADE REDUCTIONS

Grading Policy:

All assignments below are due each class period. If you turn in a WA assignment late, I will give you the full credit of your deserving grade with a documented, third-party explanation for your absence (ex. a Dr. note) or I will give you REDUCED credit otherwise. There are no make-ups for in-class assignments toward Class Participation. Remember, you are responsible for what you miss, so exchange emails or phone numbers with other classmates to keep yourself in the loop in case of actual emergencies. **BE SURE TO GET CONTACT INFO FROM AT LEAST 2 STUDY BUDDIES BY THE FIRST DAY OF CLASS.** If you miss class, contact both of these two buddies for info. If you still have questions, then contact me but only after you attempt to gather info from your two buddies.

Writing assignments (WA)-These writings will demonstrate to me that the student has read the assignments from start to finish. Generally I expect a concise summary of each reading. Please use APA citation style. You must have a minimum of 400 words for each assignment. **All assignments must be printed front and back.** For the summary paragraph of each reading, you should begin with a few introductory sentences that (i) gives the title of the source (following the APA in-text citation guidelines), (ii) provides the name of the author of the source and (iii) contains a one-sentence thesis statement that sums up the main point of the source. This thesis statement is not your main point; it is the main point of your source. Write this statement rather than quote it from the source. The next several sentences that complete the summary paragraph paraphrase and condense the original piece. Look upon yourself as a summarizing machine; you are simply repeating what the source text says, in fewer words and in your own words. Please type your **name**, course (**js96 f-2009**), and **assignment due date**. Also include the bibliography for the article you are reading in APA format.

Pop Quizzes (PQ)- These quizzes are based on the readings assigned for the day as well as vocabulary list found in the “class concepts” section of this greensheet. In order to prepare for days where PQ may occur, **it is always best for the student to bring the reading materials due that day**, as I usually give students some time to study before the PQ.

Oral Presentation (OP)-This presentation will allow the student to share her/his research with the class in a manner that is clear, cohesive, critical and engaging. Length of presentation is contingent upon class size and time constraints and will be announced at a later date. Students must use powerpoint software and are responsible for mastering this program well before the OP.

Class Participation (CP)- Full participation is required as well as thoughtful participation (do not dominate discussion, do not remain persistently silent, but do share developed insights). Points will be awarded for assignments given during class, due dates for the progress on the FP, consistent contributions to discussion, and other assignments. Also, students may be asked to share their reflections on their University Life activities. I am looking for evidence of critical thought in your class participation. This is a good way to show that you read and absorbed class materials in a meaningful way. Students will also be asked to start early on their FP and show evidence throughout the semester (see calendar below). **Be prepared for class and always bring a copy of the reading assignment to class.**

University Life (UL)- These activities are designed to engage the student with SJSU's structure, services, and events. These activities are meant to enhance the students' relationship to SJSU as a learning center and its campus as a place of community. - Students will attend a minimum of **2 muse workshops** and events to help them learn about the university with class discussion designed to enhance their learning. Students will attend a minimum of **2 on-campus, non-muse events** to broaden

their campus experience. These events will be enriching experiences that contribute to campus intellectual and social culture. Relate course concepts to these events in your reflections. Students will attend a minimum of **2 off-campus community events** to even further broaden their university experience in relation to the city of San José or the greater Bay area. These community events will challenge the student to participate in new experiences that enhance cultural, social, political, and/or intellectual thinking. Students will be required to write a minimum 250-word reflection of their experience (about 1 page APA style).

Research and Information Literacy Skills (RILS)-These activities are designed to engage the student in developing university-level learning skills in relation to research and information literacy skills. This includes issues of academic integrity, library basics, locating and academic texts.

Research Paper (RP)-Students will author a research paper incorporating library skills that relate to the topic of how difference and inequality relate to physiological, social/cultural, and/or psychological topic of their choice that contribute to a person's or group's outcome or life chances in relation to social justice and/or inequality. This paper is in APA format, 8-pages max (not including the title page, abstract, bibliography, etc). The paper will be based on 10-15 academic sources (a mix of books and peer-reviewed journal articles not assigned in class). Additionally, the student must also incorporate **at least two** class materials in their paper.

Your grade will be calculated by using this formula:

20% (WA) +20% (CP) +10% (PQ) +10% (OP)+10% (UL)+10% (RILS)+ 20% (RP) = 100% class grade

Assignments will be fairly graded as described by the method below:

A-/A/A+(90-92/93-96/97-100)[excellent]: The paper (or project) contains no grammatical, spelling, or typographical errors. It is outstanding in clarity, style, and organization. The depth and accuracy of the information covered are appropriate for the assignment. The style and format of the paper are appropriate for the assignment. Paper demonstrates sharp analytical ability.

B-/B/B+ (80-82/83-86/87-89)[very good]: The paper (or project) contains a few minor grammatical, typographical and spelling errors. For the most part, the paper is clearly written and logically organized. The topic is covered in reasonable depth and the information presented is accurate. The style and format of the paper are appropriate for the assignment. Paper demonstrates good analytical ability.

C-/C/C+(70-72/73-76/77-79)[acceptable, ok]: The paper (or project) contains grammatical, typographical, or spelling errors. It could be more clearly written and logically organized. For the most part, the depth of coverage of the topic is thin and the information's accuracy is questionable. The style and format of the paper need improvement. Paper demonstrates ordinary analytical ability.

D-/D/D+(60-62/63-66/67-69)[below average/unacceptable]: One of these grades will be received for ANY of the following reasons, with the specific grade assigned depending on the severity of the problems. The paper contains significant or serious grammatical, typographical, or spelling errors. It is not clearly written or logically organized. The train of thought is difficult to follow. The depth of coverage of the topic is not adequate. The information presented is inaccurate. The style and/or format of the paper are not appropriate to the assignment. Project shows dull analytical ability.

F (59 or less)[unacceptable]: A paper or project will receive an F if two or more of the following conditions are satisfied: The paper contains significant or serious grammatical, typographical, or spelling errors; it is not clearly written or logically organized; the train of thought is difficult to follow; the depth of coverage of the topic is not adequate; the information presented is inaccurate; the style and/or format of the paper are not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined later in this greensheet/syllabus.

Academic Integrity Statement (from Office of Judicial Affairs)

The San José State University Academic Integrity Policy requires that each student:

1. Know the rules that preserve academic integrity and abide by them at all times. This includes learning and abiding by rules associated with specific classes, exams and course assignments.
2. Know the consequences of violating the Academic Integrity Policy.
3. Know the appeal rights, and the procedures to be followed in the event of an appeal.
4. Foster academic integrity among peers.

The policy on academic integrity can be found at:

(<http://www2.sjsu.edu/senate/S07-2.htm>).

Statement of Students with Disabilities Act

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

Calendar of Class Meeting, Assignments and Activities

This is a very rigorous calendar of assignments. There are about 40+ pages of reading due each week in addition to the WAs and PQs. Moreover, there are challenging assignments required such as UL, OP, and CP. I show a strong interest in teaching this class and I expect a similar level of interest from the students in their participation. Time management skills are a must to successfully participate in this class.

The class is divided into four parts:

Part I. The Social Construction of Difference

T, 8/25- Introductions, go over syllabus, university resources, Q&A, etc. Race the Power of an illusion Part 1.

Th, 8/27- Part I: Constructing Differences: Examining what categories are constructed, how this is done, and why such categories of difference are constructed pp.1-18

Pop Quiz?

T, 9/1- RACE AND ETHNICITY 1. Racial Formations- Michael Omi and Howard Winant 2. Optional Ethnicities: For Whites Only?- Mary C. Waters **WA due for all readings.**

Th, 9/3- RACE AND RACISM CONT. 3. Becoming suspects-Tram Nguyen 4. How Jews Became White Folks and What that Says about Race in America- Karen Brodtkin **Pop Quiz?**

T, 9/8- SOCIAL CLASS 5. Race, Wealth, and Equality- Melvin L. Oliver and Thomas M. Shapiro 6. Media Magic: Making Class Invisible- Gregory Mantsios 7. "Doubly Divided: The Racial Wealth Gap,"- Meizhu Lui (all found in Ore). **WA due for all readings.**

Th, 9/10- SEX AND GENDER *10. The Five Sexes, Revisited- Anne Fausto-Sterling 12. Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity- Michael S. Kimmel **Quiz?**

T, 9/15- SEXUALITY CE6 Reading: Expanding Gender and Expanding the Law: Toward a Social and Legal Conceptualization of Gender that is more Inclusive of Transgender People- Dylan Vade. **WA due for all readings.**

Th, 9/17- Race the power of an illusion Part 2 movie; in-class assignment due at end of class

T, 9/22- furlough day (university)

TH, 9/24 **IN CLASS EXERCISE**

Part II. Maintaining Inequalities: Systems of Oppression and Privilege

T, 9/29- Part II. Maintaining Inequalities: Systems of Oppression and Privilege **WA due**

TH, 10/1- SOCIAL INSTITUTIONS: FAMILY 17. Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families- Bonnie Thornton Dill 18. Families on the Fault Line: America's Working Class Speaks About the Family, the Economy, Race, and Ethnicity- Lillian B. Rubin **Pop Quiz? RP topic due.**

T, 10/6- SOCIAL INSTITUTIONS: EDUCATION 21. Savage Inequalities: Children in America's Schools- Jonathan Kozol 22. Preparing for Power: Cultural Capital and Curricula in America's Elite Boarding Schools- Peter W. Cookson, Jr. and Caroline Hodges Persell 23. Civilize Them with a Stick- Mary Crow Dog and Richard Erdoes **WA due for all readings. Library Visit Room 217, 2nd floor King Library (RILS assignment)**

TH, 10/8- SOCIAL INSTITUTIONS: WORK AND ECONOMY 26. Jobless Ghettos: The Social Implications of the Disappearance of Work in Segregated Neighborhoods- William J. Wilson 29. Cause of Death: Inequality- Alejandro

- Reuss Online Reading: Ageism in the Workplace-Helen Dennis and Kathryn Thomas **Quiz? Bibliography for RP due** Race the power of an illusion Part 3
- T, 10/13- SOCIAL INSTITUTIONS: STATE AND PUBLIC POLICY 32. No Equal Justice: Race and Class in the American Criminal Justice System- David Cole 33. The Effects of Affirmative Action on Other Stakeholders- Barbara Reskin **WA due for all readings.**
- TH, 10/15- SOCIAL INSTITUTIONS: MEDIA 35. A Half Century of Class and Gender in American TV Domestic Sitcoms- Richard Butsch 38. Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina **Pop Quiz?**
- T, 10/20- LANGUAGE AND CULTURE 39. Racism in the English Language- Robert B. Moore 41. How to Tame a Wild Tongue- Gloria Anzaldúa **WA due for all readings.**
- TH, 10/22- VIOLENCE AND SOCIAL CONTROL 43. Where Race and Gender Meet Racism, Hate Crimes, and Pornography- Helen Zia 46. Homophobia as a Weapon of Sexism- Suzanne Pharr. **Two University Life activity assignments due. Pop Quiz?**

Part III: Experiencing Difference and Inequality in Everyday Life

- T, 10/27- Experiencing Difference and Inequality in Everyday Life p.612-614, 47. Making Systems of Privilege Visible 48. "Yes, I Follow Islam, But I'm Not a Terrorist" 49. A Dozen Demons **WA due for all readings. One page outline plus bibliography for RP due.** Color of Fear Movie
- TH, 10/29- 50. Furlough day (faculty)
- T, 11/3- 53. "Gee, You Don't Seem Like an Indian from the Reservation" 54. Living Fearlessly with and within Differences: My Search for Identity beyond Categories and Contradictions 55. Nickel-and-Dimed On (Not) Getting by in America (Plagiarism workshop) **WA due for all readings. Two University Life activity assignments due.**
- TH, 11/5- 56. I Am Your Welfare Reform 57. Learning to Fight 58. Bisexuality, Feminism, Men and Me **Pop Quiz?**

Part IV: Resistance and Social Change

- T, 11/10- 59. Part IV Resistance and Social Change pp. 708-719., **WA Due** Review APA citation style.
- Th, 11/12- Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection- Patricia Hill Collins; **Rough draft of RP plus bibliography due (not to exceed 3 pages); make appt for writing center** after you work on rough draft comments. <http://www.sjsu.edu/writingcenter/> 408.924.2308
Located in Clark Hall, Suite 126
- T, 11/17- CE6 reading RAN coalition piece. **Pop Quiz?**
- Th, 11/19- CE6 reading "Unpacking the knapsack" **WA Due; Two University Life activity assignments due.**
- T, 11/24- Furlough day (faculty)
- Th, 11/27-Holiday

T, 12/1- **writing center draft due**; in-class work on writing center comments
TH, 12/3- peer review of final research paper draft (overview of public speaking)
T, 12/8- **RP due; Oral Presentations due**
M, 12/15- 12:15-2:30pm; Final exam time; oral presentations cont.

Class Concepts

Familiarity with and use of these class concepts in all assignments and class participation will greatly help the student in achieving excellence in their learning.

Concepts Discussed in Part I

Ableism: the practice of discrimination, stereotyping and prejudice against people with disabilities in favor of people who are able-bodied.

Ageism: the practice of discrimination, stereotyping and prejudice against individuals or groups because of the perception of their age.

Alienation: a sense of not belonging to the culture or the community.

Civil rights: a system based on majority rule designed to bring the greatest good for the greatest number. Based on a fundamental belief that if one is a “good” citizen then one earns rights within a society. Implicit in such a system is the assumption that society cannot provide for everyone.

Critical thinking: to ask questions about what is assumed to be real, valued, and significant in our culture.

Cultural relativism: judging a culture by its own cultural rules and values.

Empathy: the ability to mentally identify oneself with the thoughts and experiences of another even though you have not shared the same experiences.

Enculturation: immersion in one’s own culture to the point where they assume their way of life is “natural” or “normal.”

Essentialism: the tenet that human behavior is “natural,” predetermined by genetic, biological, or physiological mechanisms and thus not subject to change.

Ethnicity: denotes a group of people who perceive themselves and are perceived by others as sharing cultural traits such as language, religion, family customs, and food preferences.

Ethnocentrism: the practice of judging another culture based on the standards of one’s own.

Gender: the socially defined roles expected of males and females.

Gender system: a system of stratification in which men and masculinity are at the top of the hierarchy and women and femininity are at the bottom.

Hegemonic: the culturally dominant belief in a culture.

Human rights: a system that recognizes each person as an individual and as valuable, that everyone has the inalienable rights to housing, food, education, and health care, and that society must provide these if a person is unable to provide them for her or himself.

Hypo-descent: the notion that one drop of black blood makes you black. Until recently, government policies in the United States enforced such a rule in order to maintain distinct racial categories.

Income: wages and salaries from earnings and investments.

Institution: the set of rules and relationships that govern the social activities in which we participate to meet our basic needs.

Intersexual: the physical manifestation of genital/genetic/endocrinological differentiation which is viewed as different from the norm.

Matrix of domination: systems of inequality are seen as systems of interlocking oppression.

Norms: common guidelines for behavior.

Oppression: a relationship of domination and subordination in which the dominant group benefits from the systematic abuse, exploitation, and injustice directed at a subordinate group.

Patriarchy: a form of social organization in which males dominate females.

Poverty line: an annual income level below which a person or family is defined as poor and, therefore, entitled to certain benefits.

Race: denotes a group of people who perceive themselves and are perceived by others as possessing distinctive hereditary traits.

Racial formation: the process by which social, economic and political forces determine the content and importance of racial categories, and by which they shape racial meanings.

Racialization: the process by which racial meaning is applied to a previously unclassified relationship, social practice, or group.

Roles: the sets of rules and expectations that are attached to a social position.

Self-alienation: hatred for one's own position (social status) and themselves.

Sex: the genetic (and sometimes scientific) determination of male and female.

Sexuality: can involve attraction on a physical, emotional, and social level as well as fantasies, sexual behaviors, and self-identity.

Social construction theory: suggests that what we see as "real" is the result of human interaction.

Social stratification: a system by which society ranks categories of people in a hierarchy

Socialization: the process of social interaction by which people learn the way of life of their society and where they learn their specific roles in that society.

Standpoint: our own location in society, and how that is impacted by our own race/ethnicity, social class, sex/gender, and sexuality, ability, age, etc.

Status: the socially defined position a person occupies in society.

Stereotypes: rigid, oversimplified, often exaggerated beliefs that are applied both to an entire category of people and to each individual in it.

Sympathy: The ability to identify with those who share one's experiences

Wealth: the total amount of valuable goods a person possesses.

Concepts Discussed in Part II

Androcentrism: the notion that males are superior to females; giving primary attention and importance to men and what they do; the persistent idea that males and the male experience are the normative standard against which women are judged.

Classism: a system of beliefs rooted in the institutions of society where the wealthy are privileged a higher status at the expense of the oppression of the poor.

Cultural capital: social assets that include beliefs, values, attitudes, and competencies in language and culture. A concept proposed by Bourdieu (*Society, Culture, and Education*, 1977), cultural capital consists of ideas and knowledge people draw upon as they participate in social life, including "proper" attitudes toward education, socially approved dress and manners, and knowledge about books, music, and other forms of high and popular culture.

Cultural transmission: the passing of culture (values, beliefs, symbols, behaviors) from one generation to the next.

Discrimination: the unequal treatment of people determined by their membership in a group.

Employment Non-Discrimination Act (ENDA): a bill to prohibit employment discrimination on the basis of sexual orientation.

Heterosexism: the view that heterosexuality is the norm for all social and sexual relationships. Often advocates the “continued institutionalization of heterosexuality in all aspects of society—including legal and social discrimination against homosexuals and the denial of homosexual rights as a political concern.” (Cherríe Moraga, *Loving in the War Years*, 1983:105)

Hidden curriculum: the transmission of cultural values and attitudes, such as conformity and obedience to authority, through implied demands found in rules, routines, and regulations of schools.

Homophobia: Fear or hatred of homosexuals/homosexuality. A tool for imposing heterosexism.

Ideology: a set of cultural values, beliefs, and attitudes that provide the basis for inequality and thus, in part, endorse and justify the interests of the dominant group.

Institutional racism. the systematic and institutionalized policy or practice in which people of color are exploited or controlled due to their perceived physical characteristics.

Institutionalized oppression: oppression that is built into, supported by, and perpetuated by social institutions.

Internalized oppression: oppression that is directed at one’s self.

Interpersonal oppression: oppression that is manifested between individuals.

Life chances: the material advantages or disadvantages that a particular member of a social category can expect to receive based on their status.

Master status: the most important status a person occupies.

Objectification: literally making an object out of someone, such as making a woman into a sex object. A process that occurs primarily with women and to a much lesser extent with men.

Oppression: a relationship of domination and subordination in which the dominant group benefits from the systematic abuse, exploitation, and injustice directed at a subordinate group.

Prejudice: a negative attitude toward members of a group or social category.

Pretext stops: police use of traffic stops as an excuse to stop African American, Latino, and other people of color in order to search their cars and question the occupants about possession of drugs.

Privilege: a set of (not necessarily) earned rights or assets belonging to a certain status.

Rape culture: a set of values and beliefs that create an environment conducive to rape

Resources: anything that is valued in society.

Sapir-Whorf hypothesis: people perceive the world through the cultural lens of language; language shapes reality.

Semantic derogation: the decline in value of words over time. For example, as a word or term becomes associated with women, it often takes on negative meanings.

Sexism: a systematic and institutionalized policy or practice in which women are exploited or controlled due to perceptions that their sex or gender characteristics are inferior.

Social control: the regulation of human behavior in any social group.

Status: the socially defined position a person occupies in society.

Wage squeeze: steady downward pressure on a person's hourly take-home pay.

Concepts Discussed in Part III

Empathy: the ability to mentally identify oneself with the thoughts and experiences of another even though you have not shared the same experiences.

Internalized oppression: oppression that is directed at one's self.

Life chances: the material advantages or disadvantages that a particular member of a social category can expect to receive based on their status.

Passing: denying one's membership in an oppressed group and to attempt to portray one's self as a member of a less stigmatized group.

Privilege: a set of (not necessarily) earned rights or assets belonging to a certain status.

Stereotypes: rigid, oversimplified, and often exaggerated beliefs that are applied both to a category of people and to each individual in it. We learn these through the process of socialization.

Empowerment: a process of defining ourselves rather than being defined by others.

Ideology: a set of cultural values, beliefs, and attitudes that provide the basis for inequality and thus, in part, endorse and justify the interests of the dominant group.

Meritocracy: a system in which one's success depends upon their talents, abilities and effort.

Positive social change: changing patterns of the social structure and social behavior in an effort to reduce oppression and increase inclusion for all members of society.

Social change: the fundamental alterations in the patterns of culture, structure, and social behavior over time.

Social control mechanisms: tools for rewarding conformity and punishing or discouraging non-conformity. Effective means of regulating the behavior of societal members.

Social justice: a system in which each member of society has the opportunity and power to fully participate in the social system. It is based on three principles: 1. people have options; 2. people are aware of their options; and 3. people have the power to act on their options.

Social movements: collective action involving sustained, organized collective effort.

Stoppers: anything that keeps women where the dominant group wants them to be.

Structural strain: experienced when important aspects of a social system appear to be "out of joint," such as when standards of living are not what people expect them to be.

Concepts Discussed in Part IV

Civil rights: a system based on majority rule designed to bring the greatest good for the greatest number. Based on a fundamental belief that if one is a "good" citizen then one earns rights within a society. Implicit in such a system is that society cannot provide for everyone.

Empowerment: a process of defining ourselves rather than being defined by others.

Ideology: a set of cultural values, beliefs, and attitudes that provide the basis for inequality and thus, in part, endorse and justify the interests of the dominant group.

Meritocracy: a system in which one's success depends upon their talents, abilities and effort.

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Social movements: collective action involving sustained, organized collective effort.

Stoppers: anything that keeps women where the dominant group wants them to be.

Structural strain: experienced when important aspects of a social system appear to be "out of joint," such as when standards of living are not what people expect them to be.

Cite Resources: American Psychological Association (APA)

Please note:

APA now uses hanging indent formatting in the **reference list**. For In-Text **direct quotes**, add page numbers: e.g, (Komisar, 1991, p. 13)

Books (One author)

Reference:

Kmoisar, L. (1991). *The new feminism*. New York: Franklin Watts.

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