

JS 132: “Race, Gender, Inequality and the Law”
Justice Studies Department, San José State University
Summer 2007

Instructor: Sang H. Kil
Office Location: 525A
Email:sangheakil@gmail.com

Office Hours: M, W; 10-10:45am &
2:30-3:45pm
Class time: M, W; 11 am- 2: 25 pm

**In order to respond well to the diversity of the students in this class, please talk to me as soon as possible if you possess special needs and abilities so appropriate accommodations can be made to enhance classroom accessibility and learning.

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, ableism, 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 nation/foreign-born that foster stereotypes, misperceptions, as well as fear, and social control. We continue this class by analyzing how the law as a social institution enables systems of domination and privilege to persist in our social world. 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-

- 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.
- To practice comprehension and analysis of advanced 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 (debates, 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 provides teaching methods that are intellectually challenging.

Prerequisites-

For JS 132 students MUST be enrolled in a 100W course or have already completed 100W.

Required Texts and Readings-

Tracy Ore, Ed., (2006), "The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality," 3rd Edition, Boston: McGraw-Hill.

Selected articles available on the web at:

<http://www.sjsu.edu/justicestudies/faculty/lecturers/shkil/index>.

An American Psychological Association (APA) citation style manual or handbook.

Grading-

All assignments below are due each class period. If you turn in the assignment late, I will give you the full credit of your deserving grade with a documented, third-party explanation for your absence or I will give you half credit otherwise. Remember, you are responsible for all information you miss if you do not attend class so exchange emails or phone numbers with some other classmates to keep yourself in the loop in case of actual emergencies.

Daily writing assignments (DWA)-These writings will demonstrate to me that the student has read the assignments from start to finish, as well as reflected and engaged with the readings on an analytical or critical level. Generally I expect two things: 1) a concise summary of each reading and 2) your reaction to the arguments that demonstrates your analytical engagement. Do not exceed two physical pages (maximum of 4 pages but must be printed front/back on two sheets of paper that are stapled together)!

Critical Reaction Paper (CRP)- This assignment is designed to enhance learning of concepts covered so far in the class within a team effort approach, so you will be paired with another student in the class. This paper will show me that the students have engaged thoughtfully with the reading materials and can synthesize and form an opinion about the themes that have emerged in the readings thus far. (Requirements-5 page limit not including the works cited page, front/back printing, double spaced, 12 Font, and 1 inch margins all sides, APA citation style only).

Final Research Paper (FRP)- This paper will show me that the student can apply the themes generated in the class about social inequality and the law onto a specific research topic of her/his choice. This assignment is designed to allow students to demonstrate competency of an ACADEMIC research subject that is relevant to the course content. Throughout the semester, the student is required to turn in materials relating to their final research project (see the calendar below) so that I can provide meaningful feedback about

the student's developing work on this paper. (Requirements-10 page limit not including the works cited page, front/back printing, double spaced, 12 Font, and 1 inch margins all sides, APA citation style).

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. I highly encourage the use of visuals such as power point, graphics, transparencies, etc. but use them effectively.

Class Participation (CP)- Full attendance is required (do not arrive late or leave early) as well as thoughtful participation (do not dominate discussion, do not remain persistently silent, but do share developed insights). Since this is a condensed summer course, you should not miss any days of class. If for an unusual situation you must miss class, then I need to see third-party documentation verifying the legitimacy of your absence, otherwise it will negatively affect your class participation. You are responsible for putting your own signature on the class attendance sheet at the beginning of each class. If you leave early without telling me a legitimate excuse, then you will be counted as absent for the whole day.

25%- DWA

25%- CRP

25%- FRP

10%- OP

15%- CP

100%

You can check your grade by using this formula:

$((\text{Sum of DWA}) / \# \text{ of DWA}) * .25 + (\text{CRP} * .25) + (\text{FRP} * .25) + (\text{OP} * .10) + (\text{CP} * .15) = \text{your grade out of 100.}$

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.

Honor code-

The student is expected not to cheat and to be honest in her/his learning process. Do the work yourself.

Cell Phones-

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class unless it is an emergency (in this case, please leave and take that call outside the classroom).

Office Hours-

In order to give additional, more individualized one-on-one time with students, I offer office hours that are scheduled before and after class on the days that class is in session. At the top of each class period, I will provide a sign-up sheet with 15 minute slots for appointment times. This enables the students to approach me about any additional assistance they may need, including help with analyzing complex/abstract ideas, or to receive feedback about questions and comments the student may want to share outside the classroom setting. Each student is required to see me at least once in the semester, but I encourage students to see me multiple times so long as there is time enough for everyone to see me at least once. Please consider these office hour appointments in a considerate way and cancel if you do not intend to show up.

Calendar-

This is a very rigorous calendar of assignments. There are about 65-75 pages of reading due each class period (this does not include footnotes and references for legal journals) in addition to the DWAs. Moreover, there are challenging assignments required beyond the readings and DWAs such as CRP, FRP, OP, and CP. Time management skills are a must to successfully participate in this class. I

show a strong interest in teaching this class and I expect a similar level of commitment from the students. Consider yourself warned.

The class is divided into three parts:

I. The Social Construction of Difference

T, June 4- Tracy Ore, part 1, “Constructing Differences: Examining what categories are constructed, how this is done, and why such categories of difference are constructed” (pp.1-17) and Patricia Hill Collins, ch. 56 “Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection,” (pp. 641-655) in Ore. *We will also learn various ways to successfully write a DWA. Have at least three research topics for the next class period.*

Th, June 6-**Start gathering and reading research for your research topic;** Michael Omi and Howard Winant, ch. 1 “Racial Formations,” Mary Water, ch. 2 “Optional Ethnicities,” Hussein Ibish, ch. 3 “‘They are absolutely obsessed with us’: Anti-Arab Bias in American Discourse and Policy,” (these articles found in Ore pp19- 56) and Hazel Rose Markus, Claude Steele, and Dorothy M. Steele, “Colorblindness as a Barrier to Inclusion: Assimilation and Nonimmigrant Minorities” (available on the web). *We will learn how to determine and write your own thesis statement. Choose your research topic.*

T, June 11- Melvin L. Oliver and Thomas M. Shapiro, ch. 5 “Race, Wealth, and Equality,” Gregory Mantsios ch.6 “Media Magic: Making Class Invisible,” Meizhu Lui, ch 7. “Doubly Divided: The Racial Wealth Gap,” and Janice Shields, ch. 8 “Getting Corporations off the Public Dole,” Judith Lorber, ch. 9 “The Social Construction of Gender,” Anne Fausto-Sterling, ch. 10 “The Five Sexes, Revisited,” Holly Boswell, ch. 11 “The Transgender Paradigm Shift Toward Free Expression” and Michael S. Kimmel, ch. 12 “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” all chapters found in Ore (pp.76-150). *We will also learn how to support a thesis statement. Start to gather research about your research topic. Read your research as you gather it.*

Th, June 13 - **topic and five references due;** Jonathan Ned Katz, ch. 13 “The Invention of Heterosexuality,” Ruth Hubbard, ch. 14 “The Social Construction of Sexuality,” Paula C. Rust, ch. 15 “Sexual Identity and Bisexual Identities: The Struggle for Self-Description in a Changing Sexual Landscape,” (pp. 151-186) Irving Kenneth Zola, ch. 38 “Self, Identity, and the Meaning Question: Reflections on the Language of Disability,” in Ore (pp. 484-496) and Rosemarie Garland-Thomson “Ways of Staring” (available on the web). *We will also learn how to synthesize information for analysis. Begin to organize your research in a way that helps you develop your thesis statement.*

T, June 18-**critical reaction paper (crp) due;** William J. Wilson, ch. 25 “Jobless Ghettos: The Social Implications of the Disappearance of Work in Segregated Neighborhoods,” Joleen Kirshenman and Kathryn M. Neckerman, ch. 26. “We’d

Love to Hire Them, But...”: The Meaning of Race for Employers, Christine L. Williams, ch. 27 “The Glass Escalator: Hidden Advantage for Men in the ‘Female’ Professions,” and Alejandro Reuss, ch. 28 “Cause of Death: Inequality,” all chapters found in Ore. *We will also talk about what is academic research and what is not. Begin your introduction to your research paper.*

Th, June 20 -David Cole, ch. 30 “No Equal Justice: Race and Class in the American Criminal Justice System,” chapter found in Ore, and Angela Davis, “Racialized Punishment and Prison Abolition,” (article found on the web). Julia Sudbury, “Introduction: Feminist Critique, Transnational Landscapes, Abolitionist Visions,” and Linda Evans, “Playing Global Cop: U.S. Militarism and the Prison-Industrial Complex,” (both articles found on the web). *Start putting your research paper in outline form.*

II. Social Inequality and the Law

T, June 25-**outline due**; Sang Hea Kil and Cecilia Menjívar, “The ‘War on the Border:’ The Criminalization of Immigrants and the Militarization of the U.S.-Mexico Border,” and Craig Haney, “Riding the Punishment Wave: On the Origins of our Devolving Standards of Decency” (articles found on the web). *Begin to put flesh (sentences) to bone (your outline).*

Th, June 27--Laura E. Gomez, “Off-White in an Age of White Supremacy: Mexican Elites and the Rights of Indians and Blacks in Nineteenth-Century New Mexico,” (article found on the web). -Kitty Calavita, “Administrative Officials Apply the Law: Two Historical Examples: Collisions at the Intersection of Gender, Race, and Class: Enforcing the Chinese Exclusion Laws” (article found on the web). *Put more flesh to bone with your research paper.*

T, June 2-**rough draft due**; -Dylan Vade, “Expanding Gender and Expanding the Law: Toward a Social and Legal Conceptualization of Gender that is more Inclusive of Transgender People” (article found on the web). -Phoebe Morgan, “Risking Relationships: Understanding the Litigation Choices of Sexuality Harassed Women,” article found on the web. -Sherri Sharma, “Beyond ‘Driving While Black’ and ‘Flying While Brown’: Using Intersectionality to Uncover the Gendered Aspects of Racial Profiling,” (article found on the web).

TH, July 4-Holiday

III. Social Justice, Resistance, and Liberation

T, July 9--Tracy Ore, Part III “Experiencing Difference and Inequality in Everyday Life,” Stephanie M. Wildman and Adrienne D. Davis, ch. 45 “Making Systems of Privilege Visible,” Nada El Sawy, ch. 46 “Yes, I Follow Islam, But I’m not a Terrorist,” Ellis Cose, ch. 47 “A Dozen Demons,” Judith Ortiz Cofer, ch. 48. “The Story of My Body,” Barbara Cameron, ch. 49 “Gee, You Don’t Seem Like an Indian from the Reservation,” Mitzi Uehara-Carter, ch. 50 “On Being Blackanese,” and Barbara Ehrenreich, ch. 51 “Nickel-and-Dimed on (Not)

Getting by in America,” Annie Downey, ch. 614 “I Am Your Welfare Queen,” Geoffrey Canada, ch. 53, “Learning to Fight,” Naomi, ch. 54 “Why People think I’m a Boy,” and Robyn Ochs, ch. 55 “Bisexuality, Feminism, Men and Me” all articles found in Ore (pp. 560-628). *We will talk about the artful craft of an oral presentation. Take my comments from your rough draft and work on them as well as see a writing mentor for help.*

Th, July 11-**oral presentations due, final research paper due.** – Tracey Ore, “Part IV: Resistance and Social Change,” Yen Le Espiritu, ch. 57 “Cultural Resistance: Reconstructing Our Own Images,”- Janet L. Finn, ch. 58 “Borders and Bridges: Building New Directions for the Women’s Movement,” and Elizabeth Martinez, ch. 59 “Seeing More than Black and White: Latinos, Racism, and the Cultural Divide,” Judith Lorber, ch. 60 “Dismantling Noah’s Ark: Gender and Equality,” and Heather Ryan, ch. 61 “Fighting Frankenfoods: Activists Sow Seeds of Discontent” both chapters found in Ore (pp. 629-640; 656-717).

University Policy-

Class Attendance

"Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading." (University policy F69-24) [However, it seriously affects your class participation which is 15% of your total grade.]

Campus Policy in Compliance with the Americans 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 requesting accommodations must register with the SJSU Disability Resource Center to establish a record of their disability."

Policies and Procedures

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at http://sa.sjsu.edu/student_conduct. It is your responsibility to know and observe these policies. However, if there is something about a policy that you don't understand, please feel free to ask! You can also find answers to many questions at the Student Advising Center (<http://www.sjsu.edu/sac/>)

Academic Integrity Statement (from Office of Judicial Affairs)

"Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at: http://sa.sjsu.edu/student_conduct

Academic Integrity Policy

Plagiarism is the use of someone else's language, images, data, or ideas without proper credit. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own.

Plagiarism will lead to grade penalties. It might also result in you failing the course and/or having the incident permanently noted in your SJSU student records.

If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or ask for clarification, before you hand in written work.

Learning when to cite a source, and when not to, is an art, not a science. However, here are some examples of plagiarism that you should be careful to avoid:

If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism.

If you paraphrase somebody else's theory or idea and do not reference the source, you have committed plagiarism.

If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism.

If your paper incorporates data that someone else has collected and you do not reference the source, you have committed plagiarism.

The SJSU library has a tutorial that explains how to identify and avoid plagiarism, available at: <http://tutorials.sjlibrary.org/plagiarism/index.htm>.

In addition, the University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. See, in particular, the following three pages:

<http://www.indiana.edu/~istd/overview.html>

<http://www.indiana.edu/~istd/examples.html>

<http://education.indiana.edu/~frick/plagiarism/item1.html>

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

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.