

JS 132, Social Inequality and the Law, Section 2, Fall 2009, Justice Studies Department, San José State University

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Office Hours:	T, Th; 11:50am-12:50pm; 2:50pm-3:50pm
Class Days/Time:	T, Th;10:30-11:45am
Classroom:	MH520
Pre/corequisites:	100w
GE/SJSU Studies Category:	S: Self, SOCIETY, & EQUALITY IN THE U.S.A

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 in 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 binary categories like rich/poor, white/non-white, men/women, able-bodied/disabled, and national citizen/foreigner that foster stereotypes, misperceptions, as well as fear, and social control through various institutions like work/economy and the media. We continue this class by analyzing the state and public policy with particular attention to the institution of the law. We pay close examination to 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 Goals and Student Learning Objectives

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.

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

GE/SJSU Studies Learning Outcomes

Upon successful completion of this course, students will achieve these learning objectives below:

Learning Objective 1: Students shall be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.

Learning Objective 2: Students shall be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

Learning Objective 3: Students shall be able to describe social actions which have led to greater equality and social justice in the U. S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age.)

Learning Objective 4: Students shall be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.

Required Texts/Readings

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

Online resources:

eCampus website: www.sjsu.edu/ecampus . Hit "students" and then hit "blackboard login" If you have problem with Blackboard please go to the SJSU Help Desk (924-2377). If the Help Desk can't solve it, they create a ticket that comes to eCampus and allows us to efficiently provide tech support to students.

Make sure you change the settings so that course announcements will be forwarded to your preferred email address. If you are having trouble, seek the help desk in Clark hall ASAP. You are responsible for all Ce6 activity so check it frequently. **DO NOT**

EMAIL ME VIA CE6 (even if I send you a message via blackboard), email me at sangheakil@gmail.com.

Classroom Protocol

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 signup 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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

All assignments below are due each class period. **Emailed assignments are not accepted.** 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 (a letter grade reduction for each week it is late). Also, if you fail to print an assignment front/back (duplex), you will receive reduced points (half letter grade) on that assignment. 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.**

Writing assignments (WA)-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. Print duplex or front/back! Include a staple in the upper right hand corner. **Each reading will have two paragraphs. For the summary paragraph**, you should begin with a few introductory sentences that (i) gives the title of the source (following the APA 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 the material assigned. Paraphrase this statement rather than quote it from the source. The next several sentences that complete the summary paragraph paraphrase and condense the original piece. Be sure that you (i) include important data but omit minor points and (ii) include one of the author's examples or illustrations (these will bring your summary to life). Do not include your own ideas, illustrations, metaphors, or interpretations in the summary part, save these for the analysis part. Look upon yourself as a summarizing machine; you are simply repeating what the source text says, in fewer words and in your own words. A rule of thumb on length, if the reading is 26 pages (not including the bibliography and footnotes), then you will give a 13 sentence summary (about a sentence of summary for every 2 pages of reading assigned). **For the analysis paragraph**, apply critical thinking skills to the readings. Do not merely give your opinion or commentary. You must provide critical analysis. You can do this by 1) elaborating on a key concept in the reading with a personal story that relates to the concept (i.e. analyzing your social location via the matrix of domination or intersecting privileges/oppressions), 2) link or relate the reading's content to prior readings in this class (or another class), but explain well why and how the two relate (cite the source, define the concept, and elaborate on the link) and , 3) you can relate and explain critically how the reading's concepts relate to cultural texts (everyday life, tv shows, movies, books, etc). Always analyze fully and relate it well to the readings (cite page numbers and define concepts used) for this paragraph. This paragraph should not exceed 10-15 sentences. Please use 12 font type. **At the end of these two paragraphs, include the APA citation of the reading. Type your name, course (js 132 S-2008), date due (not date written), and WA# in the upper-right hand corner.**

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 their choice. Specifically, the student needs to analyze at least two intersecting categories of difference (race, class, gender, sexuality, etc) and the relationship to the law (ex. The intersection of race and class factors in police profiling). This assignment is designed to allow students to demonstrate competency of an ACADEMIC research subject that is relevant to the course content. The student must also demonstrate relevance to the course material by citing at least 2 class sources in the FRP. 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, title, and abstract page] front/back printing, double spaced, 12 Font, active voice, subheadings, no contractions [use "do not" and **not** "don't"] and 1 inch margins all sides [follow APA recommendations on spacing through out the paper], APA citation style with cover page and abstract).
Grading breakdown of FRP:

10 points- interesting introduction, title and accurate abstract
30 points-thesis statement and body reflected well. Frequent use and proper citation of relevant academic research. Shows relevance to course materials.
30 points- bibliography has 10-12 academic sources, which are on-target and current.
10 points-conclusion summarizes the main points of the paper succinctly and also gives suggestions for future research or policy/social movement recommendations.
10 points- current APA citation style is used throughout the paper
10 points- grammar, spelling, and punctuation

100 points

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 presentation software and are responsible for mastering the 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, progress work for the FRP, and other assignments. 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. There are no make-up opportunities for CP assignments. **Be prepared for class and always bring a copy of the reading assignment to class.**

30% (WA) + 30% (FRP) +15% (OP)+25% (CP)= 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.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs

may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/) .

Course Schedule

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	T, Aug 25 Th, Aug 27-	-Introductions, go over syllabus, picture with name, find study buddy, Q&A; WA 1 DUE -Tracey Ore, “Constructing Differences: Examining what categories are constructed, how this is done, and why such categories of difference are constructed” RACE AND RACISM -Michael Omi and Howard Winant, “Racial Formations” CP DUE
2	T, Sept 1- Th, Sept 3-	-Mary Water, “Optional Ethnicities” -Karen Brodtkin, “How Did Jews Become White Folks?” WA 2 DUE - Claude Steele, “Thin Ice: Stereotype Threat and Black College Students.” -Tram Nguyen, “ Becoming Suspects” CP DUE
3	T, Sept 8- Th, Sept 10	SOCIAL CLASS -Melvin L. Oliver and Thomas M. Shapiro, “Race, Wealth, and Equality.” -Gregory Mantsios “Media Magic: Making Class Invisible,” WA 3 DUE SEX AND GENDER -Judith Lorber, “The Social Construction of Gender,” -Anne Fausto-Sterling, “The Five Sexes, Revisited,” Topic for FRP due (one paragraph description).
4	T, Sept 15- Th, Sept 17	-Holly Boswell, “The Transgender Paradigm Shift Toward Free Expression” -Michael S. Kimmel, “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” WA 4 DUE SEXUALITY Readings due: -Jonathan Ned Katz, “The Invention of Heterosexuality,” -Kate Bornstein, “Naming all the Parts” CP DUE
5	T, Sept 22- Th, Sept 24	Furlough day (university) SOCIAL INSTITUTIONS Tracy E. Ore, part 2, “Maintaining Inequalities: Systems of Oppression and Privileges. CP DUE
6	T, Sept 29-	WORK AND ECONOMY Joleen Kirshenman and Kathryn M. Neckerman, “We’d Love to

Week	Date	Topics, Readings, Assignments, Deadlines
	Th, Oct 1-	<p>Hire Them, But...': The Meaning of Race for Employers," Christine L. Williams, "The Glass Escalator: Hidden Advantage for Men in the 'Female' Professions," and Alejandro Reuss, "Cause of Death: Inequality." WA 5 DUE</p> <p>THE STATE AND PUBLIC POLICY Gwendolyn Mink, "Violating Women: Rights Abuses in the Welfare Policy State," David Cole, "No Equal Justice: Race and Class in the American Criminal Justice System," Barbara Reskin, "The Effects of Affirmative Action on Other Stakeholders." CP DUE</p>
7	<p>T, Oct 6-</p> <p>Th, Oct 8-</p>	<p>II. SOCIAL INEQUALITY AND THE LAW ****remember, with these legal journals you are only responsible for the text of the piece and not the footnotes and bibliography. think about this before you print the whole document****</p> <p>Angela Davis, "Racialized Punishment and Prison Abolition." WA 6 DUE</p> <p>Craig Haney, "Riding the Punishment Wave: On the Origins of our Devolving Standards of Decency." Thesis statement and your 5 references with a short summary for each reference due (CP).</p>
8	<p>T, Oct 13-</p> <p>Th, Oct 15-</p>	<p>Sang Hea Kil and Cecilia Menjivar, "The 'War on the Border:' The Criminalization of Immigrants and the Militarization of the U.S.-Mexico Border." WA 7 DUE</p> <p>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." CP DUE</p>
9	<p>T, Oct 20-</p> <p>Th, Oct 22-</p>	<p>Kitty Calavita, "Administrative Officials Apply the Law: Two Historical Examples: Collisions at the Intersection of Gender, Race, and Class: Enforcing the Chinese Exclusion Laws." <i>At this point, you should have your research completed for your research paper (c. 8-10 academic references).</i> WA 8 DUE</p> <p>Dylan Vade, "Expanding Gender and Expanding the Law: Toward a Social and Legal Conceptualization of Gender that is more Inclusive of Transgender People." CP DUE</p>
10	T, Oct 27-	<p>Sherri Sharma, "Beyond 'Driving While Black' and 'Flying While Brown': Using Intersectionality to Uncover the Gendered Aspects</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Th, Oct 29-	of Racial Profiling." WA 9 DUE furlough day (faculty)
11	T, Nov 3 – Th, Nov 5-	IN CLASS EXERCISE; Outline of FRP due (CP) III. EXPERIENCE, RESISTANCE, AND SOCIAL JUSTICE -Tracy Ore, Part III "Experiencing Difference and Inequality in Everyday Life." -Stephanie M. Wildman and Adrienne D. Davis, "Making Systems of Privilege Visible." CP DUE
12	T, Nov 10- Th, Nov 12-	Nada El Sawy, "Yes, I Follow Islam, But I'm not a Terrorist," Ellis Cose, "A Dozen Demons," Judith Ortiz Cofer, "The Story of My Body," Barbara Cameron, "Gee, You Don't Seem Like an Indian from the Reservation." WA 10 DUE Mitzi Uehara-Carter, "On Being Blackanese," and Barbara Ehrenreich, "Nickel-and-Dimed on (Not) Getting by in America," Annie Downey, "I Am Your Welfare Queen," Geoffrey Canada, , "Learning to Fight," Naomi, "Why People think I'm a Boy," and Robyn Ochs, "Bisexuality, Feminism, Men and Me" all articles found in Ore. Rough draft of research paper due with biblio (CP).
13	T, Nov 17- Th, Nov 19-	Tracey Ore, "Part IV: Resistance and Social Change " and Patricia Hill Collins, "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." WA 11 DUE Paul Kivel, "How White People Can Serve as Allies to People of Color in the Struggle to End Racism" and Rainforest Action Networks, "Building Coalitions." CP DUE
14	T, Nov 24- Th, Nov 26-	furlough day (faculty) holiday
15	T, Dec 1- Th, Dec 3-	peer review of FRP draft (CP) ;overview of public speaking. ORAL PRESETATIONS (OP)
16	T, Dec 8- M, Dec 14	Cont. OP, FINAL RESEARCH PAPER DUE. 9:45am-12:00pm, MH520, Final exam, mandatory attendance, continue OP.

Concepts Discussed in Class Materials:

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.

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 Bordieu (*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.

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

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.

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

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.

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.

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.

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.

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

Norms: common guidelines for behavior.

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.

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.

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.

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.

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

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

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.

Resources: anything that is valued in society.

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

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.

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.

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.

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.

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.