

San José State University
CASA/Justice Studies
JS132 Race, Gender, Inequality and the Law, 03, Fall, 2012

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Office Hours:	Thursday: 10-11am & 4:30-5:30pm and by appointment
Class Days/Time:	Tuesday / 5:30-8:15pm
Classroom:	MacQuarrie Hall 523
Prerequisites:	Upper division standing and completion of, or co-requisite of 100W
JS Competency Area:	Area S: Self, Society & Equality in the U.S.

Course Description

History of legal issues and individual and institutional discrimination of women, ethnic/cultural and religious minorities, gays and lesbians and the disabled in education, employment, criminal justice and the family. Affirmative action and reverse discrimination. Solutions for structured inequality in the U.S.

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, 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, 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.

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

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.

Upon successful completion of this course, students will be able to:

SLO1: To describe how identities (i.e. gender, ethnic, racial, class, sexual orientation, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.

SLO2: To describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

SLO3: To provide an overview of race, gender, and class issues in the criminal justice system.

SLO4: 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).

SLO5: Students should read, write, and contribute to discussion at a skilled and capable level.

Required Texts/Readings

Textbook

Barak, G., Leighton, P., & Flavin, J. (2010). Class, Race, Gender and Crime. The Social Realities of Justice in America, 3rd Edition. Rowen & Littlefield Publishing
ISBN: 9780742599697

Other Readings

Additional readings listed in the Course Schedule will be posted on D2L or provided a web link in the syllabus.

Desire2Learn (D2L)

Syllabus and course content can be found on Desire2Learn (D2L). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking D2L between classes for announcements and course content postings. Please be advised that course materials provided online are intended to support your learning and are not considered sufficient for successful completion of this course without attending class.

Library Liaison

Below is the link to the Justice Studies library resource web page web page:

<http://library.calstate.edu/sanjose/databases/subject/justice-studies>. This resource page has links to core databases that will be useful as you work on your policy paper. Mr. Nyle Monday is the SJSU Justice Studies Subject Specialist Librarian. He is more than happy to answer questions and meet with students one on one. He can be reached by email at Nyle.Monday@sjsu.edu and by phone at (408) 808-2041.

Instructor's note on communication

As you know, a university degree is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. *The best way to keep in touch is in-person during office hours, or at another time by appointment.* If you cannot meet with me in person, I prefer that you email me. Emails will be responded to during business hours (Monday through Friday only). **When you send me an email please put "JS132" and your full name in the subject line and address it to Dr. Herrera or Professor Herrera. I will not respond to emails where the student is not identified in either the subject line or the body of the email.** Please note: all communication regarding assignment and exam grades must be conducted in person and *not* via email.

Classroom Protocol

I expect everyone to attend class regularly, be on time, and be prepared for class lectures and discussions. In order to create a constructive and supportive learning environment, it is expected that class members will participate in class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Class discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class. Students are responsible for all missed notes, materials, and announcements due to absence (i.e. do not email the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.

Electronic Devices: Laptops are not required. If students choose to use laptops, they must be used responsibly. Students using laptops to purposes not consistent with the learning requirements of that day, will be asked to shut down the computer. *Use of cell phones and other electronics is prohibited during class.* Texting or surfing the web in class will not be tolerated – that includes catching up on Facebook and other social networking sites. I realize that internet use for some has an addictive quality and that the temptation is great if a phone or computer is on in front of you. If this is the case, reduce your temptation by turning off your phone and taking notes the old fashioned way – paper and pencil. Or, it may be that you feel that you are able to multi-task and perusing the internet, taking notes, and paying attention in class is not a problem and does not interfere with your learning. While that may be true for you, it is interfering with the learning of those around you. Your behavior is distracting (yes, everyone can hear you typing away when you should be listening, participating, and/or taking notes.) Other people are here to learn and it is my job to make the environment as conducive to learning as I see fit. Please be respectful.

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://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Students are responsible for *all* material listed in the *Course Schedule* (see below). It is imperative that you complete these readings PRIOR TO the class session in which they will be discussed and bring the readings to class for discussion. In order to receive a grade for this course, *all* course requirements must be met and *every* assignment must be completed. *Late papers will not be accepted.*

Class Participation (10% of final grade) (SLO 5)

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Participation includes but is not limited to participating constructively in class discussions, in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities including in-class writing assignments, and group work. I also encourage students to alert me to news stories, entertainment media, or video clips that relate to our course.

Quizzes and In-Class Writing Responses (30% of final grade) (SLO 1-4)

Students will watch 3 documentaries over the course of the semester. After each documentary, students will complete an in-class writing assignment &/or quiz that ties back to the documentary as well as key concepts relating to course materials covered up to that point.

Readings Responses (15% of final grade) (SLO 5) (SLO 1, 3 & 5)

Throughout the semester each student will submit weekly reading response papers. Hard copies of response papers are due at the start of class on the day the readings are assigned. I will not accept any late response papers or ones that have been emailed to me. This means that if you miss class, you also miss a chance to turn in a response paper. Each response paper needs to be at least one page (typed, single spaced). These assignments are not meant to be summaries of the readings; rather they are designed to get you to critically think about what you have read. There is not a set format for the weekly responses. Students can approach these assignments in several ways: discuss how the readings relate to another class, to a current event (something you've seen in the news, a movie or video clip...), or to something that happened in your life. Discuss how the readings tied together or how two ideas/concepts were contradictory. Write about whether you agree or disagree with the readings and explain why. Additionally, each daily response must have a minimum of one question that you had about the readings. We will discuss these questions in class. You will be graded not only on content (how well you thought about what you read) but also on your use of proper English (e.g. punctuation, grammar, spelling, and tense.) Feel free to write in first person (e.g. "I think...") when appropriate.

Critical Analysis of Movie Crash (20% of final grade) (SLO 1, 2, & 5)

Students will watch the movie "Crash" outside of class and complete a critical analysis of the movie. The substance and substantive details of this assignment will be posted on D2L and discussed further in class. The critical analysis should: (1) demonstrate the student's comprehension and ability to apply assigned course material; (2) be written in a standard 12-point font (double spaced, standard 1-inch margins), (3) be a minimum length of 5 pages (not including reference page - with any references and citations in APA format); (4) demonstrate the student's ability to clearly express their ideas through written expression. In completing this assignment, students are encouraged to use the SJSU Writing Center or CASA Student Success Center (see below).

Term Paper (25% of final grade) (SLO 3, 4 & 5)

Students will research and write a term paper about a public, contemporary issue or policy in the criminal justice system in which issues of race, class, or gender create difficulty for administering or achieving justice. The paper should be 7-10 typed pages, including 4 or more empirical sources. In Week 11 (Nov 6th) students will submit a detailed outline or rough draft of their paper, along with a reference list of at least three empirical, peer reviewed journal articles that they intend to use in their paper. Both an electronic copy, submitted via a D2L dropbox, and hard copy are due on the day of the final Dec 18th. A more detailed description of the assignment will be posted on D2L. Please note that the outline/rough draft is a graded element of this assignment and failure to submit a summary by the deadline will result in a loss of points. In completing this assignment, students are encouraged to use the SJSU Writing Center or CASA Student Success Center (see below).

Extra Credit Opportunities

Throughout the semester I will provide information about relevant lectures and events happening on campus and in and around town. You can attend up to 2 extracurricular lectures or events for extra credit. To earn the extra credit, you will have to submit an "Extracurricular Activities Write-Up Form" no later than 2 weeks after the lecture/event. This form will be posted on D2L.

This course will be using the +/- system on final grades based on the following percentages:

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

PLEASE NOTE: as a Justice Studies major, you must earn a C or better in this course. If you receive a C- or lower, you will need to retake this course in order to graduate.

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.

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/).

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It’s also a great place to study, and you can check out laptops. Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

JS132, Race, Gender, Inequality & the Law, Fall 2012

Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule and readings are subject to change. You are expected to complete all readings on time and be prepared to discuss them in class. There is a lot of reading for this course, none of which is optional.

Week	Date	Topic and Assignments
1	Aug 28	<p>Introduction & Course Overview</p> <p><i>Readings</i> <u>Class, Race, Gender & Crime</u>: Introduction & Ch 7 pp 149-159 (stop at Victimization and Class) <u>D2L</u>: Wonders. Ch 2. Conceptualizing difference. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice</u>. (pp. 10-21) <u>D2L</u>: Harro. Ch 7. The cycle of socialization. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 45-51)</p>
2	Sept 4	<p>Social Construction of Race and Difference</p> <p><i>Readings</i> <u>Class, Race, Gender & Crime</u>: Ch 4 & Ch 7 pp 167-174 (read section on Victimization and Race) <u>D2L</u>: Green & Gabbidon. Section 1. Overview of race, ethnicity, and crime. In <u>Race and Crime</u> (pp 4-15). <u>D2L</u>: Tatum. Ch 1. Defining Racism “Can we talk?” In <u>Race, Class, Gender in the United States</u>. (pp. 123-130) <u>D2L</u>: Costelloe. Ch 17 Undocumented immigrants as moral panic: Casting difference as threat. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice</u>. (pp. 214-223)</p> <p><i>Readings Response #1 Due</i></p>
3	Sept 11	<p>Class & Economic Privilege in America</p> <p><i>Readings</i> <u>D2L</u>: Walker, Spohn, & DeLeon. Ch 3. Race, ethnicity, social structure and crime. In <u>The Color of Justice</u>. (pp. 97-113) <u>Class, Race, Gender & Crime</u>: Ch 7 pp 159-167 (read section on Victimization and Class) <u>D2L</u>: hooks. Ch 37. White poverty: The politics of invisibility. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 201-205) <u>D2L</u>: Sklar. Ch 1 Imagine a country – 2009. In <u>Race, Class, Gender in the United States</u>. (pp. 307-315)</p> <p><i>Readings Response #2 Due</i></p>

4	Sept 18	Documentary “Homeless: The Motel Kids of Orange County” In Class Writing Response
5	Sept 25	Gender and Male Privilege <i>Readings</i> <u>Class, Race, Gender & Crime</u> : Ch 5 <u>D2L</u> : Bailey. Ch 2. Images of women. In <u>Women Law and Social Control</u> (pp 32-44). <u>D2L</u> : WAGE Project. Ch 13. The wage gap and its costs. In <u>Race, Class, Gender in the United States</u> . (pp.346-351) <u>D2L</u> : Kimmel. Ch 62. Masculinity as homophobia. Fear, shame and silence in the construction of gender. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 326-332) <i>Readings Response #3 Due</i>
6	Oct 2	Intersections of Race, Class, & Gender <i>Readings:</i> <u>Class, Race, Gender & Crime</u> : Ch 6 & Ch 7 pp 181-189 <u>D2L</u> : Intersectionality: A Tool for Gender and Economic Justice <u>D2L</u> : Hardiman, Jackson, & Griffin. Ch 4. Conceptual Foundations. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 26-35) <u>D2L</u> : Harro. Ch 7. The cycle of liberation. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 52-53). <i>Readings Response #4 Due</i>
7	Oct 9	The Administration of (In)Justice <i>No readings assigned for today</i> Critical Response of Movie “Crash” due
8	Oct 16	Policing and Social Control <i>Readings</i> <u>Class, Race, Gender & Crime</u> : Ch 9 <u>D2L</u> : Alexander. Ch 3 (Start at “Occupation, Policing the Enemy) In <u>The New Jim Crow</u> . (pp. 120-136) <u>D2L</u> : Bagley & Merlo. Ch 4. Regulating and controlling women’s bodies. In <u>Women, Law & Social Control</u> (p 64-83). <i>Readings Response #5 Due</i>

9	Oct 23	<p>Juvenile (In)Justice</p> <p><i>Readings:</i> <u>D2L</u>: Springer et al. Ch 1. A brief historical overview of juvenile justice and juvenile delinquency. In <u>Juvenile Justice and Delinquency</u>. (pp.3-15) <u>Internet</u>: The Leadership Conference. “Ch 5. Race and the Juvenile Justice System” http://www.civilrights.org/publications/justice-on-trial/juvenile.html <u>D2L</u>: Pasko, Okamoto & Chesney-Lind. Ch 20. What about girls? Gender delinquency and Juvenile Justice in the 21st century. In <u>Juvenile Justice and Delinquency</u> (pp.415-434)</p> <p><i>Readings Response #6 Due</i></p>
10	Oct 30	<p>Disparities in Punishment and Imprisonment</p> <p><i>Readings</i> <u>Class, Race, Gender & Crime</u>: Ch 10 <u>D2L</u>: McNamera & Burns. Ch 12. Corrections and Multiculturalism. In <u>Multiculturalism in the Criminal Justice System</u>. (pp 279-297) <u>D2L</u>: Green & Gabbidon. Section VII. The Death Penalty. In <u>Race and Crime</u> (pp 329-341).</p> <p><i>Readings Response #7 Due</i></p>
11	Nov 6	<p>Documentary/Guest Speaker: To Be Announced In Class Writing Response</p> <p><i>Readings:</i> <u>D2L</u>: Alexander. Ch 4. The cruel hand. In <u>The New Jim Crow</u> (pp.137-172)</p> <p>Term paper outline/draft due in class</p>
12	Nov 13	<p>Women’s Experiences of Victimization</p> <p><i>Readings</i> <u>Class, Race, Gender & Crime</u>: Ch 7 pp 174-180 (read section on Victimization and Gender) <u>D2L</u>: Websdale & Chesney-Lind. Ch 18. Doing violence to women: Research synthesis on the victimization of women. In <u>Masculinities and Violence</u> (pp. 55-81) <u>D2L</u>: Osthoff. Ch 16. When victims become defendants: Battered women charged with crimes. In <u>Women, Crime, and Criminal Justice</u> (pp232-241)</p> <p><i>Readings Response #8 Due</i></p>

13	Nov 20	<p>Women in Prison</p> <p><i>Readings</i> <u>D2L</u>: Van Wormer & Bartollas (2011). Ch 6. The prison environment. In <u>Women in the Criminal Justice System</u>. <u>D2L</u>: Belknap (2003) Ch 7. Responding to the needs of women prisoners. In <u>Female Prisoners in the United States: Programming Needs, Availability, and Efficacy</u> (pp 93-106). <u>D2L</u>: Kauffman (2006). “Ch 20. Prison nurseries: New beginnings and second chances.” In <u>Women in the Criminal Justice System</u>. (pp 21-27)</p> <p><i>Readings Response #9 Due</i></p>
14	Nov 27	<p>Documentary “Crime after Crime” In Class Writing Response</p> <p>Look through: http://www.habeasproject.org/</p>
15	Dec 4	<p>Course Wrap Up: Seeking Social Justice</p> <p><i>Readings:</i> <u>Class, Race, Gender & Crime</u>: Conclusion <u>Internet</u>: The Leadership Conference “Ch 7. Recommendations.” http://www.civilrights.org/publications/justice-on-trial/recommendations.html</p>
16	Final Exam	<p>Tuesday Dec 18th: 5:15-7:30pm</p> <p><i>Term paper due</i></p>

Concepts Discussed in Course 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 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.

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 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.