

**San José State University
CASA/Justice Studies
JS132, Race, Gender, Inequality and the Law, 04,
Spring, 2012**

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Office Hours:	Monday 10:30-11:30am and 4:30-5:30pm
Class Days/Time:	Wednesday / 5:30-8:15pm
Classroom:	MacQuarrie Hall 523
Prerequisites:	Completion of, or co-requisite of 100W
JS Competency Area:	Theories (A)

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.

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

Rios, V. (2011) Punished. Policing the lives of Black and Latino Boys. NYU Press.
ISBN: 9780814776377

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.

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. Your status should be: *In Class from 5:30-8:15pm*. 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/pen. 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. 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://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

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* for full credit (without extenuating personal circumstances due to own or family health; or other university recognized excuse. In such cases, appropriate documentation must be shown to the instructor).

Class Participation (13% 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 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*. This means that assigned readings must be read and “digested” prior to each class meeting. You will also be required to attend at least two of the *Ann Lucas Lecture Series* lectures sponsored by the Justice Studies department, one on March 21st (which overlaps with our class) and at least 1 outside of class either on March 1st or May 7th. If you attend both, you will receive extra credit for attending the additional lecture. More details will be provided in class. <http://www.sjsu.edu/justicestudies/events/lecture-series/ann-lucas/index.htm>

Homework Assignments & Reading Responses (12% of final grade) (SLO 5)

Each student will submit 6 homework and/or reading responses (there are 8 opportunities to do so). If a student submits more than 6, the highest 6 scores will be retained. The readings response is a 1-2 page paper that contains the 3-4 most important points (written in your own words) that you have learned from the reading assignment for that week (in bullet format) and two (2) questions that you have generated from the reading. 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 Reflection Papers [CRP] (50% of final grade – each CRP=12.5%) (SLO 1-4)

Students will be expected to complete four critical reflection papers [CRP], through which they will reflect on relevant course materials as they apply to students’ lives and relevant/current policy issues. Each CRP 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), at a length of 4-5 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 CRP’s, students are encouraged to use the SJSU Writing Center or CASA Student Success Center (see below). For each CRP, students will be given a prompt or question(s) from the instructor, to which students will respond by the assigned date with a completed CRP (see course schedule below for due dates). The substance and substantive details of CRP assignments will be discussed further in class.

Class Presentations (25% of final grade) (SLO 3, SLO 5)

Students will be organized in groups of 3-4 students early in the semester. Each group will prepare a presentation on a specific topic/issue relevant to the class lecture topic to which the group is assigned. There will be two groups assigned per lecture topic. Each group must select a different topic/issue to present. For the presentation groups will be expected to research the topic and incorporate information taken from multiple sources: academic research article, current news media (newspapers, magazines), Internet, and a video clip. Detailed guidelines for the presentations will be handed out in class. Groups will have ~25 minutes (+/- 5 minutes) to present. The class will have time to ask questions after each presentation. Group presentations will be evaluated by the class. I will take into consideration the class comments when assigning your final grade. Individual members of each group will also rate each other's contribution to the final product. Groups will receive the same score for their presentation; however points will be deducted from individual members that do not put in their fair share of work. If for some reason a member of a group is not participating, please inform instructor early of the situation. Presentations will be prepared using PowerPoint and must be emailed to the instructor *by 8pm of the evening prior* to the in-class presentation.

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, Spring 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	Jan 25	<p>Introduction & Course Overview</p> <p><i>Readings</i> Class, Race, Gender & Crime: Introduction <u>D2L</u>: Wonders Ch 2. Conceptualizing difference. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice</u>. (pp. 10-21)</p>
2	Feb 1	<p>Social Construction of Race and Difference</p> <p><i>Readings</i> Class, Race, Gender & Crime: Ch 4 <u>D2L</u>: Bonilla-Silva Ch 3. The style of color blindness. How to talk nasty about minorities without sounding racist. In <u>Racism without Racists</u>. (pp. 53-73)</p> <p><i>Assignment 1:</i> “White privilege” Exercise</p>
3	Feb 8	<p>Class & Economic Privilege in America <i>In class video – “Homeless: The Motel Kids of Orange County”</i></p> <p><i>Readings</i> Class, Race, Gender & Crime: Ch 3 <u>D2L</u>: Walker, Spohn, & DeLeon Ch 3. Race, ethnicity, social structure and crime. In <u>The Color of Justice</u>. (pp. 93-113) <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>Assignment 2:</i> Readings Response: 3-4 main points and two questions.</p>

4	Feb 15	<p>Gender and Male Privilege</p> <p><i>Readings</i> <u>Class, Race, Gender & Crime</u>: Ch 5 <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) <u>D2L</u>: hooks Ch 64. Feminism. A movement to end sexist oppression. In <u>Readings for Diversity and Social Justice 2nd Ed.</u> (pp. 337-340) <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)</p> <p>***CRP #1 due: Analysis of Homeless: The Motel Kids of Orange County</p>
5	Feb 22	<p>Victims and Offenders</p> <p><i>Readings</i> <u>Class, Race, Gender & Crime</u>: Ch 7 <u>Punished</u>: Preface & Ch 1 <u>D2L</u>: Websdale, N. & Chesney-Lind, M. Ch 18. Doing violence to women: Research synthesis on the victimization of women. In <u>Masculinities and Violence</u> (pp. 55-81)</p> <p>Assignment 3: Readings Response: 3-4 main points and two questions.</p>
6	Feb 29	<p>Intersections of Race, Class, & Gender: <i>In Class Movie - "Crash"</i></p> <p><i>Readings</i> <u>Class, Race, Gender & Crime</u>: Ch 6 <u>D2L</u>: Intersectionality: A Tool for Gender and Economic Justice <u>D2L</u>: Collins, <u>Intersecting Oppressions</u> (read pp. 7-11 starting with section "Intersectionality and Matrices of Domination")</p>
7	March 7	<p>In-Class Discussion</p> <p>We will spend the first 1 hour of class discussing the movie Crash and the assignment and then discuss what is expected for the group presentations. I will bring in examples of past student presentations and answer any questions groups have. The last 1.5 hours of class students will meet with their groups to discuss their upcoming class presentations. Please come prepared and use this time wisely! <i>(continued on next page)</i></p>

		<p>➤ Each group must email me a 1page update on their group meeting: topic, who participated, how work was divided up. This is to be emailed to me no later than Sunday 8pm. I only need 1 update per group.</p> <p>***CRP #2 due: Analysis of Crash</p>
8	March 14	<p>The Administration of (In)Justice</p> <p><i>Readings</i> <u>Class, Race, Gender & Crime</u>: Ch 9 <u>Punished</u>: Ch 2 & 3 <u>The New Jim Crow</u>: Ch 3 (pp. 120-136 Start at “Occupation, Policing the Enemy)</p> <p><i>Assignment 4:</i> Readings Response: 3-4 main points and two questions.</p>
9	March 21	<p>Ann Lucas Lecture Series: Jeffrey O.G. Ogbar</p> <p><i>Readings</i> <u>Class, Race, Gender & Crime</u>: Ch 8 <u>Punished</u>: Ch 4 & 5</p> <p><i>Assignment 5:</i> Readings Response: 3-4 main points and two questions.</p> <p>Group Presentations</p>
10	March 28	Spring Break
11	April 4	<p>The Death Penalty, Wrongful Convictions</p> <p><i>Readings</i> <u>D2L</u>: Schehr Ch 19 Wrongful and unlawful convictions. In <u>Investigating Difference. Human and Cultural Relations in Criminal Justice</u>. (pp. 237-247) <u>D2L</u>: Walker, Spohn, & DeLeon Ch 8 The color of death. Race and the death penalty. In <u>The Color of Justice</u>. (pp. 345-392) Internet: http://www.innocenceproject.org/ (Browse through the website)</p> <p><i>Assignment 6:</i> Readings Response: 3-4 main points and two questions.</p> <p>Group Presentations</p>

12	April 11	<p><i>In class video: Crime After Crime</i></p> <p><i>Readings</i> To be announced</p>
13	April 18	<p>Racial and Ethnic Disparities in Punishment and Imprisonment</p> <p><i>Readings</i> Class, Race, Gender & Crime: Ch 10 <u>D2L</u>: Alexander. Ch 4 The cruel hand. In <u>The New Jim Crow</u> (pp.137-172)</p> <p>***CRP #3 due</p> <p>Group Presentations</p>
14	April 25	<p>Women Behind Bars</p> <p><i>Readings</i> <u>D2L</u>: Van Wormer & Bartollas (2007). 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>Assignment 7:</i> Readings Response: 3-4 main points and two questions.</p> <p>Group Presentations</p>
15	May 2	<p>Juvenile (In)Justice</p> <p><i>Readings:</i> <u>Punished</u>: Ch 6 &7 Internet: http://www.civilrights.org/publications/justice-on-trial/juvenile.html “Ch 5. Race and the Juvenile Justice System” <u>D2L</u>: Schaffner Ch 1. New troubles for girls. In <u>Girls in Trouble with the law</u>.</p> <p><i>Assignment 8:</i> Readings Response: 3-4 main points and two questions.</p> <p>Group Presentations</p>

16	May 9	<p>Course Wrap Up: Seeking Social Justice</p> <p>Readings: <u>Class, Race, Gender & Crime</u>: Conclusion <u>Punished</u>: Conclusion <u>Internet</u>: http://www.civilrights.org/publications/justice-on-trial/recommendations.html “Ch 7. Recommendations.”</p> <p>Group Presentations</p> <p>***CRP #4 due</p>
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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 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.