

SIT WITH YOUR GROUP

You have 20 minutes to turn in your proposal for approval.

Write on piece of paper:

1. Section #, Group #
2. Proposed norm you will break
3. Proposed design of your project (outline step by step what you plan to do and who will do it, who will record responses).
4. Turn in to me, I will review & give approval and/or suggestions at next class period.

Class Announcements

- ▶ Grades are up-to-date & posted on Angel (Online Campus)
- ▶ Drop box for diaries on Angel – use only .doc, .docx, .pdf or .rtf formats (DO NOT EMAIL – can give me hard copy)
- ▶ Two study sessions available on Friday, March 27th, Building B, Room 207
(I will have sign-up sheet and more information regarding what we will cover on Wednesday/Thursday):
 - Morning is 10:00a to 11:30a
 - Afternoon is 1:00p to 2:30p
- ▶ Exam #2 is on Monday April 6/ Tuesday April 7— should have a Study Guide up by Friday.

Minority, Ethnicity & Race

- ▶ **Minority Group** is about comparative power between perceived statuses.
- ▶ **Race** – it is based only in discourse about how people look and is an ever-changing ascribed status.
- ▶ **Ethnicity** is specific in time & place: shared history, shared geography, shared meaning, family background and is part of a person's biography.



Prejudice

- ▶ a system of negative beliefs, feelings, and action-orientations regarding a certain group or groups of people, expressed in interpersonal interactions or group interactions



The Sociology of Prejudice



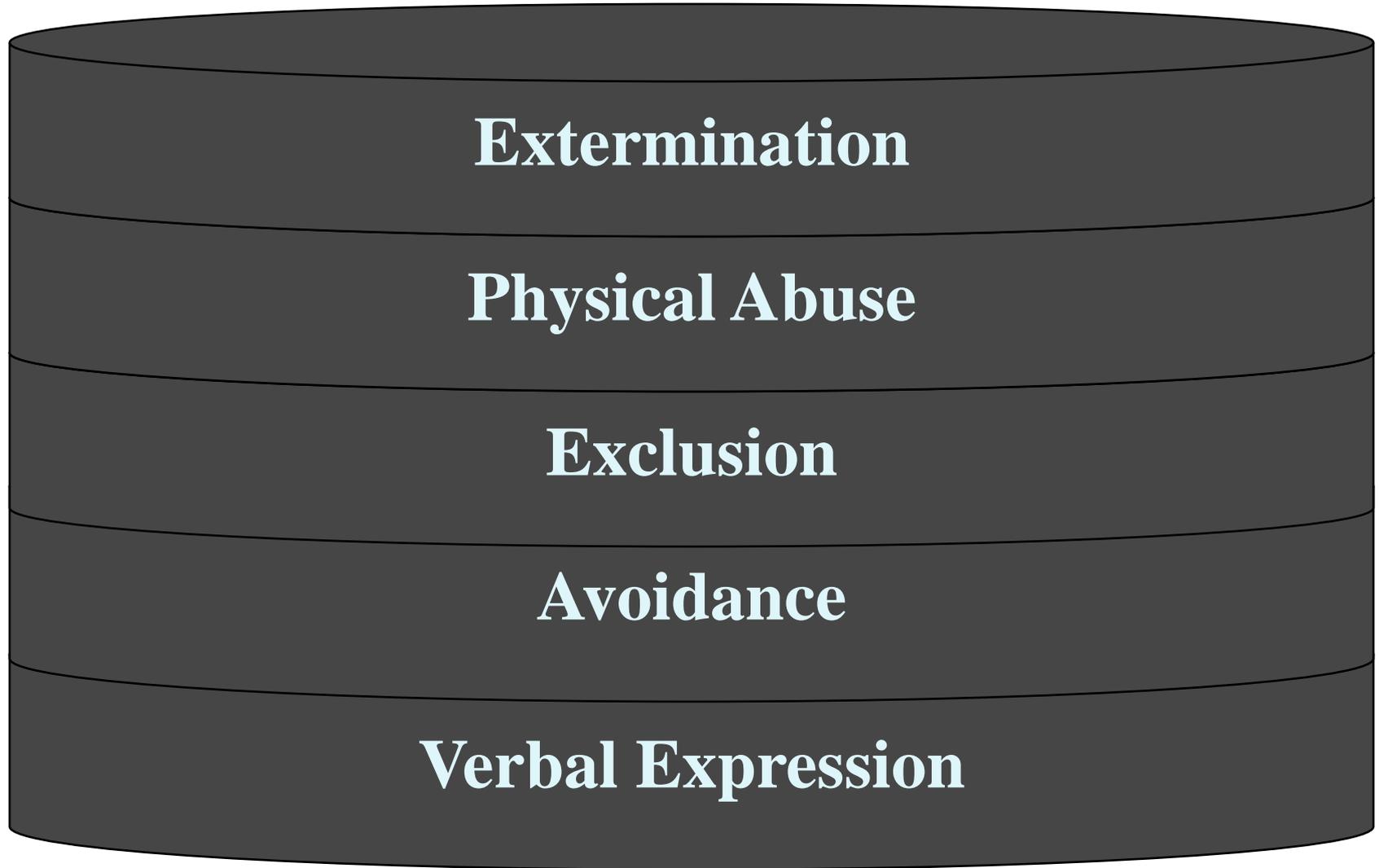
- ▶ No single factor explains prejudice.
- ▶ Prejudice is a complex phenomenon and is most likely the product of more than one causal agent.
- ▶ Sociologists tend to stress social forces and processes such as
 - Socialization
 - Economic Competition
 - Social Norms

Discrimination

- ▶ the practice of differential and unequal treatment of others usually along racial, religious or ethnic lines within a social system or specific organization



Levels of Racial Discrimination



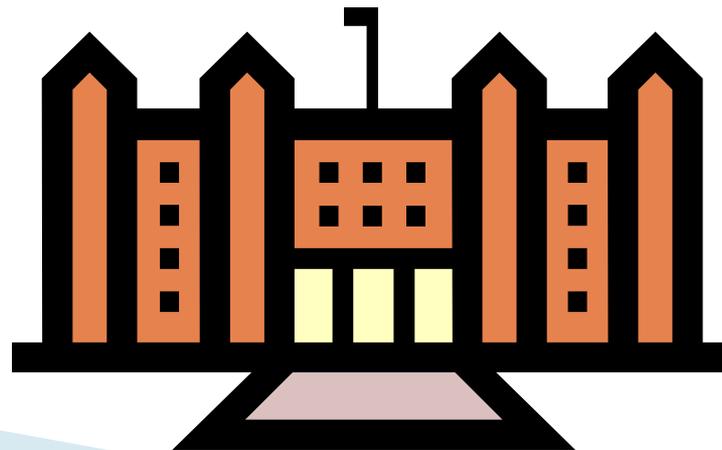
Social and Institutional Discrimination

▶ Social Discrimination

- The creation of “social distance” between groups
- Examples: informal friendships, clubs, special interest groups

▶ Institutional Discrimination

- The unequal treatment of subordinate groups inherent in the ongoing operations of society’s institutions
- Examples: sentencing inequalities, religious bigotry, segregated housing, racial profiling, voting role purges



Privilege

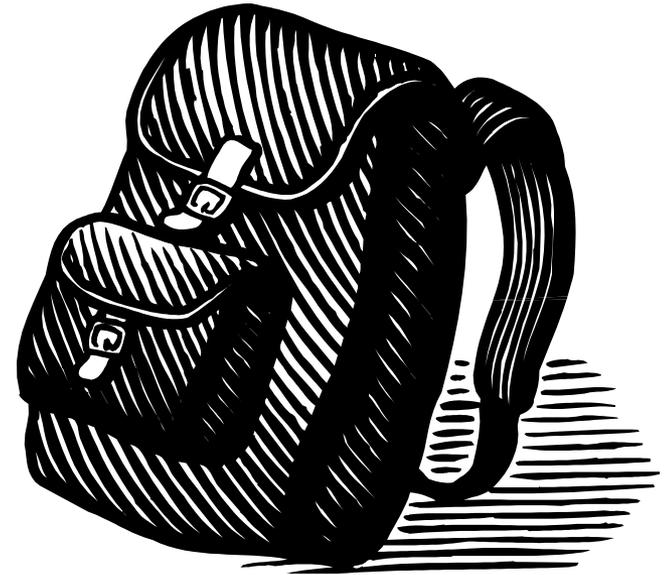


Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful. It is not neutral.

Paulo Friere

White Privilege

- ▶ “Racism without Racists”
- ▶ Lack of awareness
– taking for granted the familiar
- ▶ Anti-racism has to be consciously achieved



Privilege

In-Class Exercise (20 points)

1. Put your name and section # on the top of a piece of paper.
 2. We will count off 1 - 6:
Write down your number
 3. Review the 10 sentences on the next slide & put them in order of importance to you (you can just write the numbers), then write down your top three sentences.
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1. I can live where I want to live.
2. I can worship where I want to worship & near where I live.
3. I can shop where I will not be followed or harassed & my form of payment is accepted.
4. I can easily find my preferred kinds of food, clothing, hair salons, hair products, music, etc.
5. I can find people like me portrayed positively on television, in the movies, in songs, etc.
6. I can frequently find posters, toys, dolls, greeting cards, etc., that show people like me.
7. I can find people like me portrayed positively in books, etc., about our nation & history.
8. I can find people like me in most textbooks & teaching materials.
9. I can say what I want about people & be accepted by the people around me.
10. I can be with people like me.

Privilege (continued)

In-Class Exercise (20 points)

4. Review your top three sentences and answer the following question:

What are the limitations on my ability to make these come true in my everyday life?

For example, if one of the sentences read: “I can be pretty sure that if I ask to talk to the ‘person in charge,’ I will be facing a person who looks like me.” I might answer the above question, I can only make this come true if I go to a specific kind of store or organization. Chances are, if I am having to deal with a big company, I will have to talk to a man, not a woman.

Privilege (continued)

In-Class Exercise (20 points)

5. Now, look at your # and see what your characteristic is (and write that down)

Number	Characteristic
1	Gender
2	Race or Ethnicity
3	Sexual Orientation
4	Abilities
5	Body Size
6	Class

Privilege (continued)

In-Class Exercise (20 points)

6. Now we will do the exercise all over again, but this time, imagine you are a different person based upon the characteristic that corresponds with your number. So, first, put the 10 statements on the next slide in the order of importance for your imaginary person and then write down the top three sentences.
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1. I can live where I want to live.
2. I can worship where I want to worship & near where I live.
3. I can shop where I will not be followed or harassed & my form of payment is accepted.
4. I can easily find my preferred kinds of food, clothing, hair salons, hair products, music, etc.
5. I can find people like me portrayed positively on television, in the movies, in songs, etc.
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7. I can find people like me portrayed positively in books, etc., about our nation & history.
8. I can find people like me in most textbooks & teaching materials.
9. I can say what I want about people & be accepted by the people around me.
10. I can be with people like me.

Privilege (continued)

In-Class Exercise (20 points)

7. Review your top three sentences and answer the following question:

What are the limitations on my imaginary person's ability to make these come true in his or her everyday life?

When you are done, bring up to me & pick up your graded papers.