

Instructor's note:

What stood out in the presentation was not only the clear introduction and analysis of the articles, but also the way the slides were structured. The slides were clean and minimal, which encouraged the audience to focus on your explanation rather than reading text on the screen. This made the presentation more engaging for the class.

They also managed their time very well. Each article was presented for about 20–25 minutes, leaving me with around 5–10 minutes to offer comments and further discussion.

SLD 2: Race, Gender, Relationship & Family

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By SOC 1005 PMWA Spring 2026, the Second Student Group

Race

Naturalization Act of 1790

- Only “free white persons” could become naturalized citizens
- This phrase forced courts to decide who counted as “white”
- This resulted in many court cases surrounding the interpretation of race



Editorial cartoon, 1861 [Library of Congress]

RACE, COLOR & CITIZENSHIP
OZAWA AND THIND



Instructor's note:

For each case and image they included (also in later slides), they took the time to explain the historical context and why it matters. They also linked these examples back to the article's arguments and to concepts we discussed in class.

This helped make some of the more complex sociological ideas easier to understand and served as a strong complement to the course material.

Ozawa v. United States

- In 1914, Takao Ozawa, a Japanese immigrant applied for naturalization
- The Supreme Court stated that relying on skin color would create “confused overlapping of races”

Argument: Ozawa’s skin was as light as an average white person, so he should qualify as white

Court’s Decision: White meant belonging to the Caucasian race and thus, **rejected** Ozawa’s application

Thind v. United States

- In 1923, Bhagat Singh Thind, an Indian immigrant applied for naturalization
- “Free white persons” are words of common speech, not science

Argument: Anthropologists classified Indians as Caucasian, thus, Thind should be able to obtain citizenship

Court’s Decision: Whiteness should be based on the common understanding of ordinary people, not science, and thus, **rejected** Thind’s application

Analysis on Ozawa and Thind

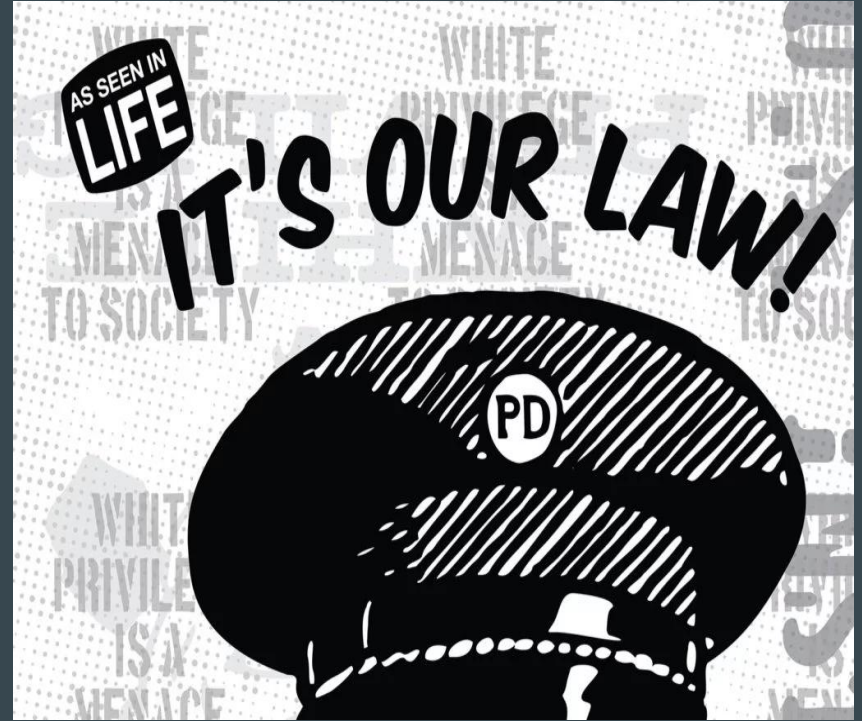
Main Takeaway: Whiteness was not a scientific truth but a legal category shaped by courts to protect social hierarchy and exclusion

- The law was inconsistent on purpose
- The courts changed the definition of whiteness whenever needed to keep certain groups out
- Race was not a fixed biological truth, but something the law actively created and controlled
- Race was being constructed rather than discovered

Why Did It Matter To Be “White”?

Being legally white meant
access to:

- Citizenship
- Voting rights
- Property ownership
- Legal protections
- Higher social status



How the Court Defined Race

The Court decided that race should be defined as the “common sense” understanding of society, showing race was determined by social beliefs and power, not science.



Race & Law

How did the U.S. legal system help make race real?

- In the U.S. has been shaped by laws and court decisions
 - Courts determined who counted as “white” and, therefore, who could become a citizen
 - These legal decisions ultimately established race into a real social category
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Race & Law

Inequality

- Jim Crow Laws enforced segregation & inequality
 - Racial injustice continued after the Civil Rights Movement
 - Today, black Americans are more likely to get stopped by police
-

Race & Law

McCleskey vs. Kemp

In the 1987 Supreme Court case *McCleskey v. Kemp*, researchers showed statistical evidence that race influenced death penalty sentencing.

However, the Court ruled that these disparities were not unconstitutional unless the defendant could prove intentional racial discrimination in their specific case. This decision made it very difficult to challenge racial inequality in the criminal justice system.

Race was Never Found, it was Built

Law shapes how people think of race.

The law was constructed in three different ways:

1. Controlling Physical Appearances
2. Defining Racial Identities
3. Making Material Conditions, like Segregation, Feel Permanent

Racial laws come from an unconscious or conscious bias.

Social Construction of Race

- Race has no biological basis, it was invented by the courts and not found in nature
- White identity has always been actively defended, courts chose to protect Whiteness even when confronted with its falsity
- White Supremacy serves white interest, it would mean more resources, more self esteem and power
- People who already benefit from white privilege wouldn't give it up since they only gain from it



Gender

The Puzzle

When we think about “serial killers”, what comes to mind?

Why do you think it's harder to explain women's violence than men's violence?

Instructor's note:

Throughout the presentation, they also asked the audience questions, which helped facilitate discussion and kept everyone attentive.

At times, the responses were quite unexpected, which made the class discussion more lively and enjoyable.

Traditional Radical Feminism on Violence

Violence is a tool men use to maintain patriarchy and control women.

- Men are perpetrators of violence
- Women are their victims
- Harrassment, rape, murder, keeps women subordinated

When women DO commit violence:

- Self-defense
- Victim precipitation
- Acts of rebellion against oppression

Assumption: Women are not naturally violent and only kill when forced or threatened

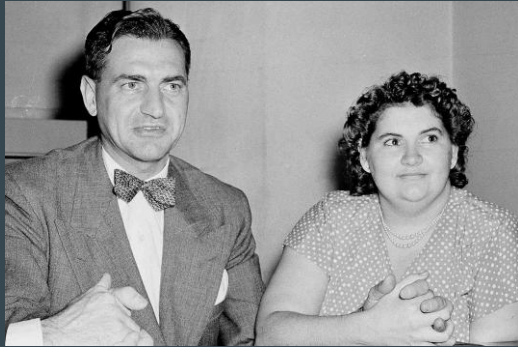
Why is the Old Theory Incomplete?

Approximately 31% of female serial killers acted with a partner, many of which were willing active participants

→ Not in self defense

→ No coerced victims

→ Women who were criminally responsible and active in murders



Martha Beck & Raymond
Fernandez



Myra Hindley & Ian Brady



Karla Homolka & Paul Bernardo

The New Framework

Shift from an essentialistic to a constitutive framework.

Essentialism
Constitutive

Men are naturally violent

Women are naturally peaceful

Violence is a male trait
gender norms

Women who kill are anomalies

Men learn violence through patriarchal norms

Women internalize patriarchal norms too

Violence is learned behavior through

Women who kill are products of the same system

Key Point: BOTH men and women are constituted by patriarchal ideology

Patriarchy, Constitution, and Gender Norms

“Humanity is male and man defines woman not in herself but as relative to him... she is incidental, the inessential as opposed to essential. He is the subject.. the absolute- she is the other” - De Beauvoir

Norm	Effect
Self-denying love and devotion	Women learn primary purpose is to attract and keep a male partner
Worth through relationship	Losing your mate means losing your value and yourself
Male desires are primary	Woman's role is to fulfill them

The Role of Relationship and Agency

Function of the relationship:

- Context in which violence became possible
- Motivation for violence
- Justification for the crimes

What about Agency?

- Constrained agency
- Willing participant, their willingness shaped by the patriarchal norms they've internalized

What is Stalled?

Stalled is a sociology term that describes how the progress toward gender equality started strong and high but eventually plateaus.

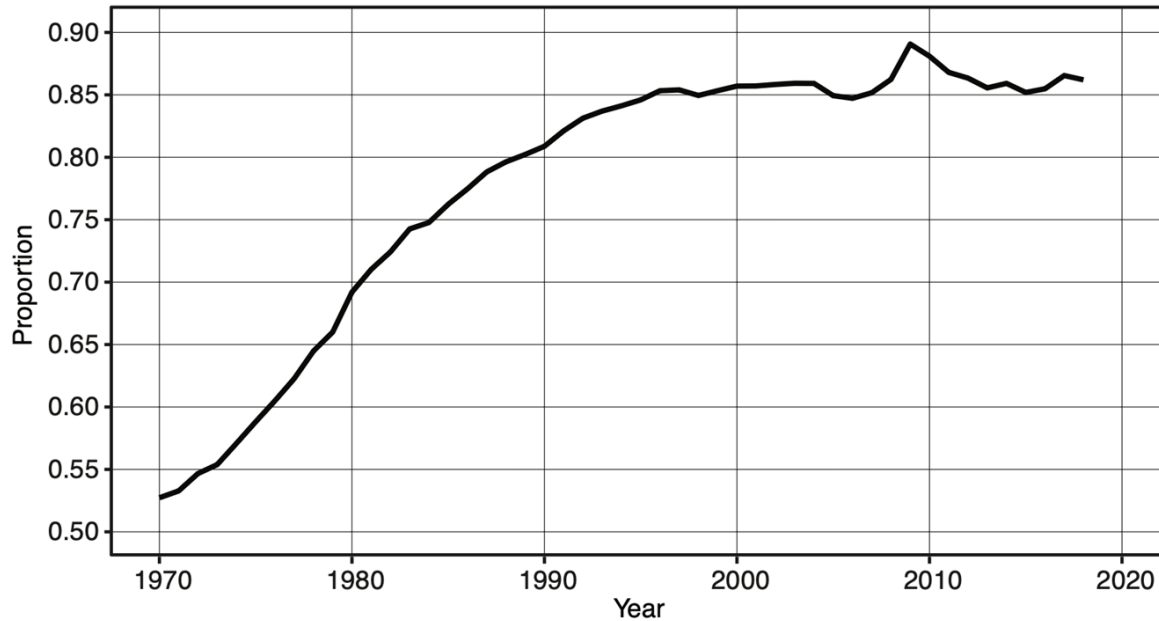
Key Areas:

- Employment: Changes in women's and men's employment rates
- Educational Attainment: Differences in the number of degrees earned by women and men
- Fields of Study: Whether men and women choose different college majors
- Occupational Segregation: Whether men and women work in different types of jobs
- Earnings (Pay Gap): Changes in the wage gap between men and women



Stalled? - Employment

Figure 2: Ratio of Percentage of US Women to Men Employed in the Last Week Age 25–54, 1970 to 2018



Ratio of 1 = women and men are employed at the same rate.

- Rising female labor force from 70s - 90s
- Reduction in gender inequality in employment has largely stalled since the mid-1990s.
- Shifting expectations in society: women increasingly pursue careers
- Gains in gender equality have slowed down.

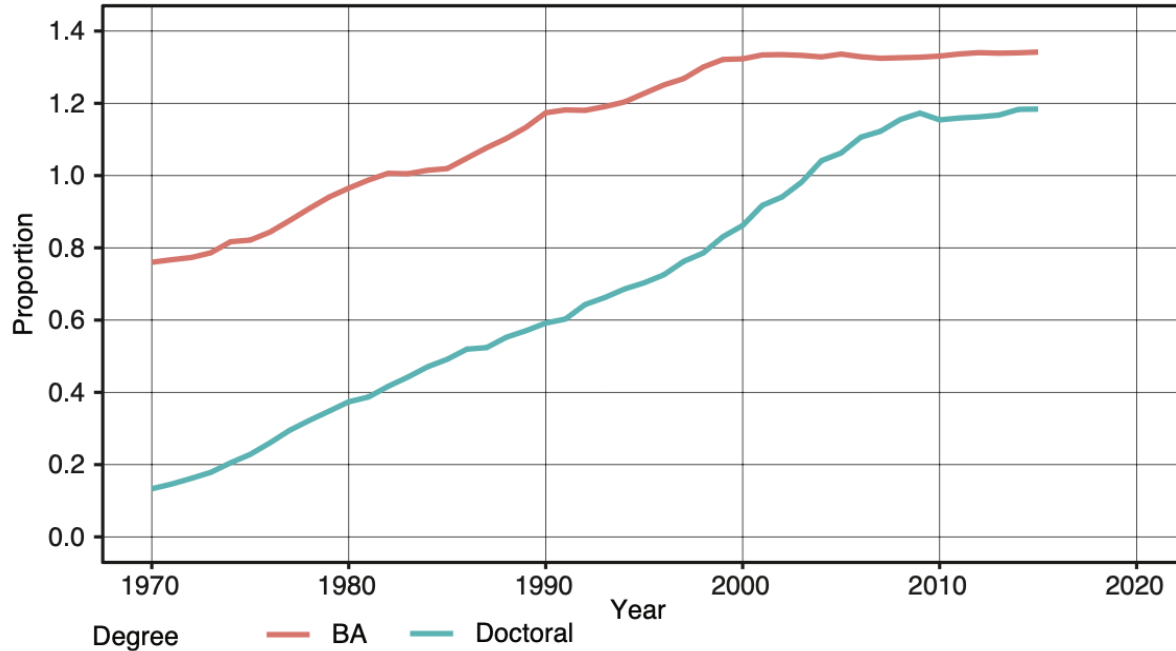
Instructor's note:

They did a particularly good job explaining the figures. Rather than discussing them in a broad or vague way, they first introduced each chart's title and guided the audience to the key features of the x- and y-axes. They also clarified what kind of comparison each figure was presenting, such as percentages or ratios, before explaining the argument or pattern shown in the chart.

This step-by-step guidance made the figures much easier for the class to understand.

Stalled? - Education

Figure 5: Ratio of US Women to Men Receiving Bachelor's and Doctoral Degrees, 1970 to 2015



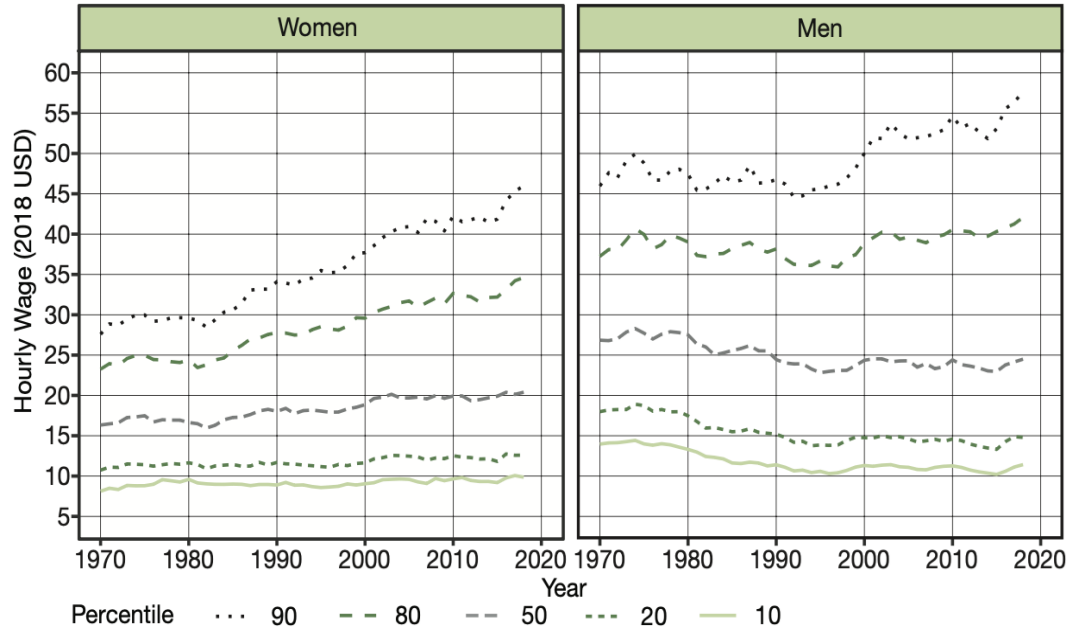
Ratio of 1 = women and men receive the same number of degrees.

Ratio above 1 = women earn more degrees than men.

- In the mid-1980s, women started earning more bachelor's degrees every year.
- Women gaining greater access to higher education and professional training.
- More education does not necessarily lead to equal career outcomes.

Stalled? - Wages

Figure 16: Hourly Wage of US Full-Time Working Men and Women, Age 25–54, Employed in the Last Week, at 10th, 20th, 50th, 80th and 90th Percentile of their Distributions, 1970 to 2018



- Rising female labor force from 70s - 90s
- The huge difference between male high earners and female high earners.
- Low-earning men (10th and 20th percentile) saw their wages decrease over time while low-earning women wages increased.

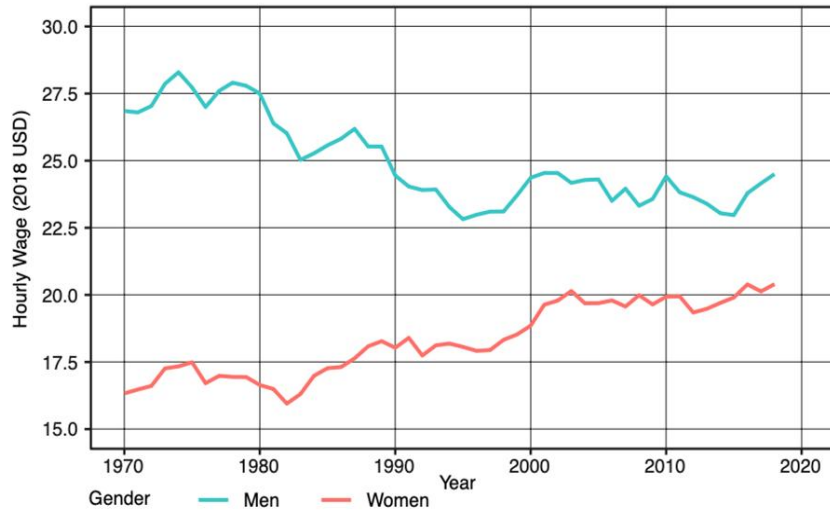
Relationships and Family

Impact of Laws on Relationships

“Law influences what we look like, the meanings ascribed to our looks, and even the material reality that confirms the meanings of our appearances” (López, 2006).

Relationships & Family

Figure 12: Median Hourly Wage for US Full-Time Working Women and Men, Age 25–54, Employed the the Last Week, 1970 to 2018



Source: England *et al.*, 2020.

Analysis: After the early 2000s, the distance between men's and women's wages stops shrinking as quickly, illustrating the idea that gender equality gains can slow or “stall”

- Family Roles and Caregiving
 - Motherhood Penalty
- Gender Expectations in Relationships
- Work-Family Balance and Inequality

Two Shift Study by Arlie Hochschild



(Stanford Center on Poverty
and Inequality, 2016)

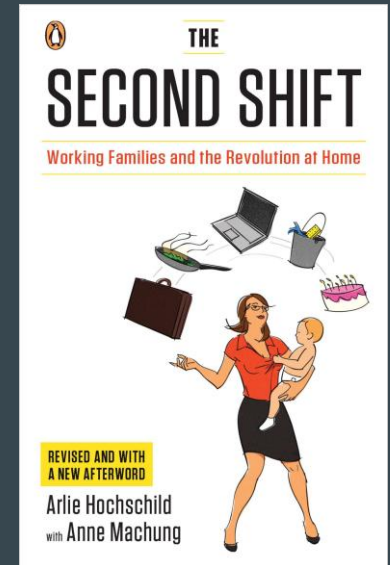
Instructor's note:

They also used a few short video clips to help bridge the article and the course material.

These clips made the presentation more engaging and helped translate some of the theoretical ideas from the reading into more concrete examples.

Family Structure and Inequality

- After paid work, women often perform unpaid labor at home
- Domestic responsibilities are disproportionately placed on women within the family
- Men are socially expected to focus on paid work, while women are expected to manage the home and family
- Power and responsibilities within marriages historically favored men, creating unequal relationships within the home



Instructor's note:

Students felt the instructor did not cover enough room for them to discuss family. Drawing on their own understanding of family as an inequality machine, combined with personal experiences and prior discussions on race and immigration, they exercised agency beyond the assigned materials and created the following slides.

You are fully entitled to choose not to do this. This is merely one presentation method among many.

Immigrant Families and the Relationships Within

Intergenerational Expectations

Core Idea: Children of immigrants often feel pressure to succeed because of their parents' sacrifices

- Parents Seek Better Opportunity
 - Success is a Way to Honor
 - Strong Expectations
 - Family Achievement is Collective, not Individual
-

Immigrant Families and the Relationships Within

Upward Mobility and the
“Immigrant Bargain”

Core Idea: Children are expected to
achieve higher social and economic
status than their parents

- Parents’ Sacrifice
 - Responsibility to “Repay”
 - Education as the Main Path
 - Success Tied to Family Honor
-

The “Immigrant Bargain”: Emotional Pressure on First-Generation Students

The “Immigrant Bargain” describes the expectation that children will repay their parents’ sacrifices through success.

- Proving it was “Worth It”
- Feelings of Guilt, Pressure, and Anxiety
- Aspirations are No Longer Personal

Immigrant Families and the Relationships Within

Family and Structural Inequality

Core Idea: Pressure is shaped by broader social and economic barriers

- Labor Market Barriers for Immigrants
 - Increase Reliance on Children's Success
 - Education is the Most Stable
 - Mobility Depends on Next Generation
-

Immigrant Families and the Relationships Within

Emotional and Practical
Responsibilities

Core Idea: Children often take on
adult responsibilities within
immigrant families

- Translating Language
 - Helping with Bills, Paperwork,
etc.
 - Acting as Cultural
Intermediaries
 - Emotional Pressure to Succeed
for the Family
-

Religion, Family and Relationships

- Affect Religion has on Family
- Affect Religion has on Relationships

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Religion and Values

- Moral Values
- Expectation of Behavior

—

Dating and Marriage

- Marrying in
Community
- Specific
Weddings
- Sacred
Commitment

—

Parenting and Children

- Having Religious Values in House
- Instilling Values in Children

Family Time and Traditions

- Holidays and Celebrations
- Weekly Worship and Gatherings
- Traditions and Laws

—

Community Support

- Religious
Communities
- Shared Beliefs
- Support
Networks

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