

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Course Number:** SW 325  
**Meeting Days/Times:** T/TH 11:00a -12:30p  
**Semester:** Fall 2009

**Unique Number:** 63465  
**Classroom:** 2.112

**Instructor:** Rosamaria Murillo, LMSW, Ph.D.  
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**FOUNDATIONS OF SOCIAL JUSTICE: VALUES, DIVERSITY, POWER & OPPRESSION**

**I. COURSE DESCRIPTION**

This course is based on the following assumptions:

1. membership in a population-at-risk group (e.g., people of color, women, people with disabilities, gay and lesbian persons) significantly influences an individual's life experience, world view, and increases risk factors for that individual's exposure to discrimination, economic deprivation, and oppression;
2. professional social work ethics and values demand culturally competent practices;
3. it is necessary for students to learn how to apply social justice approaches in order to influence assessment, planning, access to resources, intervention, and research; and
4. professionals and programs utilize strategies to critically analyze issues concerning distributive justice, human and civil rights, and global interconnections of oppression.

This course emphasizes the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

**II. COURSE OBJECTIVES**

Upon completion of this course students will be able to:

1. critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, interventions, and research;
2. demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations, globally, as well as those prevalent in the southwestern region of the United States;
3. understand the social construction of race and ethnicity, gender, and sexual orientation;
4. examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices; and,
5. assess the impact of discrimination (e.g. racism, sexism, homophobia), and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice.

### III. TEACHING METHODS

The content of this course has the potential to be emotionally-charged. Guidelines for communication and engagement will be established collaboratively by students and professor to create and maintain a respectful and challenging learning environment. The professor has the ultimate responsibility for managing differences and conflicts that might arise during the course.

The professor will incorporate a variety of teaching methods, including readings, lectures, discussions, audiovisual materials, guest speakers, small group activities, experiential learning exercises and student presentations to teach and facilitate learning in this course. Additionally, a variety of populations will be critically examined within a social justice framework, looking at values, diversity, power and oppression to provide students opportunities to apply what they are learning in class.

### IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

#### Required:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zunia, X. (2000). *Readings for diversity and social justice: An anthology on racism, anti-Semitism, sexism, heterosexism, ableism, and classism*. New York: Routledge.

Johnson, A.G. (2001). *Privilege, Power, and Difference (2<sup>nd</sup> ed.)*. Mountain View, CA: Mayfield Publishing Company

Wise, T. (2008). *Speaking Treason Fluently: Anti-Racist Reflections from an Angry White Male*. Berkely, CA: Soft Skull Press.

A fourth required book will be assigned to different groups during the first week of class from the list below:

- *Enrique's Journey*- [Sonia Nazario](#)
- *Makes Me Wanna Holler*- [Nathan Mc Call](#)
- *New Directions in Special Education: Eliminating Ableism in Policy And Practice*- [Thomas Hehir](#)
- *The Spirit Catches You and You Fall Down*- [Anne Fadiman](#)
- *Pathologies of Power: Health, Human Rights, and the New War on the Poor*- [Paul Farmer](#)

Other Selected readings may be assigned and will be placed on electronic reserve through Blackboard or the University of Texas Libraries web site, which may be accessed at: <http://reserves.lib.utexas.edu/eres/coursepage.aspx?cid=2250>. The password will be provided.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

1. **Attendance, Punctuality, and In-Class Contributions (10 points):** Students are expected to attend class regularly and to participate in an **interactive** framework between collegiate students and professor. Failure to attend the class on a regular basis and failure to demonstrate comprehension of the readings through class discussions will have an impact on the final grade. The ten points for this component include attendance (5 total points) and in-class participation (5 total points). Students will be allowed **one (1) absence** without excuse or loss of points. Students are to notify the professor when they are going to be absent. See attendance policy.

### Criteria for Awarding Attendance Points:

0-1 absence = 5 pts  
2 absences = 3 pts  
3 absences = 1 pt  
4 - 5 absences = 0 pts  
6 or more absences puts the student in jeopardy of not passing this course.

### Criteria for Awarding In-Class Participation/Contributions:

Ongoing Participation = 5 pts  
(active participant in class and in small group assignments)

Some Participation = 3 pts  
(participates during class some times, contributes during small group discussions)

Limited = 1 pt  
(does not participate during class, and provides limited or no input during small group discussions)

No Participation = 0 pts

2. **Reading Reflection Essays (20 points) - DUE as noted in table below.** Students are expected to complete all course readings in preparation for class and to submit Reflection Essays for specific readings. Reflection Essays **ARE NOT** accepted after the due dates provided below.

“Reflection Dialogues” based on the Reflection Essays are held during class and are an essential component of this course; their purpose is to demonstrate understanding of course content as well as:

- a. clarify students’ thoughts and understanding in relation to the issues covered by the readings, videos, or exercises;
- b. examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices; and,
- c. reflect on the impact of discrimination (e.g. racism, sexism, homophobia, classism), and oppression on public policy, institutional structure, service delivery, and one’s own role in promoting social and economic justice.

### General Guidance for Developing the Reflection Essay

“Reflection Essays” are a combination of an analysis and personal reflections. Your comments should be grounded in the readings **AND** incorporate a current event going on in the US/World related to the reading topic. You should directly and explicitly refer to the assigned

readings/videos/exercises and indicate the source of specific points that you bring up. Your grade will be based on the extent to which you:

1. examine the **themes** in the assigned readings, videos/exercise, etc.,
2. address the **key points** from the reading/video/exercises related to social justice, that you had or had not considered before, (discuss any “aha” moments”)
3. make connections between the themes discussed in the readings/videos/exercises to the current **social justice issues and/or current events**.

**NOTE:** You must download **specific guidance** for each reflection from Blackboard. Reflection guidance is found under assignments.

**Reflection Paper Format/Style Requirements:** Papers should not be more than 4 pages (not including the reference page). Use APA style; paper should be typewritten, double spaced, with 1-inch margins, and numbered pages. Cite all sources and include reference page. Headings (headers) should be on each page and left aligned as follow: Last name, first name, date, reflection number #1, Title of Chapter. The paper must address **all** the items required under the specific guidance. Use the guidance provided on Blackboard to write your “reflection paper content.”

**Criteria for Evaluation**

- Timely completion/submission of the assignment (**Late papers will not be accepted**)
- Content addressed all components required by the reflection essay guidance.
- Writing style (paper was organized using outline provided with guidance, clarity, grammar, punctuation, APA style)Format (as outlined under paper requirements above)
- Depth – paper reflected comprehension, analysis, and evaluation.

**Reflection Essays are due as follow:**

Reflection Essay #	Date Due	Reflections on Readings from: (See BlackBoard "Assignments" for specific guidance on Reflection Essays)
1 (5pts)	Mon. 09-15-09	Johnson: Chapters 1-9
2 (5pts)	Mon. 10-01-09	<b>United Nations: Special Reports on Contemporary forms of racism, racial discrimination, xenophobia and related intolerance</b> - Country Visits <ul style="list-style-type: none"> <li>• April 2009 Report</li> <li>• October 1994 Report</li> </ul> Reports can be accessed at: <a href="http://www2.ohchr.org/english/issues/racism/rapporteur/index.htm">http://www2.ohchr.org/english/issues/racism/rapporteur/index.htm</a>
3 (5pts)	Wed. 10-15-09	Adams: Chapters 32-45 - Gender & Sexism
4 (5pts)	Mon. 11-03-09	Adams: Chapters 60-72 Ableism

3. **Book Review/Personal Position Paper (20 points) – DUE November 12, 2009.** As advocates and agents for social change, social workers must be able to identify and effectively argue (with support of evidence) their positions on controversial issues. The purpose of this assignment is to:
- reflect, critically evaluate, and respond to human rights and social justice issues presented in one of the books listed below.
  - demonstrate familiarity with diverse populations at risk;
  - examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices; and,

During the first week of class, students will be randomly assigned to a “book group.” Each “book group” will be assigned a book to review. The “book group” will also develop a position paper and "**Book Poster and Creative Project Presentation**" based on the book they reviewed.

- Group 1: *Enrique’s Journey* by **Sonia Nazario**
- Group 2: *Makes Me Wanna Holler* by **Nathan Mc Call**
- Group 3: *New Directions in Special Education: Eliminating Ableism in Policy And Practice* by **Thomas Hehir**
- Group 4: *The Spirit Catches You and You Fall Down* by **Anne Fadiman**
- Group5: *Pathologies of Power: Health, Human Rights, and the New War on the Poor* by **Paul Farmer**

#### **Guidelines for writing book review/position paper**

Write a book review/position paper that identifies the issues posed by the book and articulates your position related to the issues. Use the following outline:

- Briefly identify the book and the author (provide a brief overview/background of the author). **(1 pt)**
- Provide a summary of the book. **(1.5 pts)**
- Discuss the book’s message or key information related to social justice issues **(1.5 pts)**
- State the author’s position (include page number). **(3 pts)**
- State your position (position papers are not a summary of the reading, but rather a response to the issues raised in the readings). **(6 pts)**
- Support your position with evidence. Must include at least two (2) additional sources to support your position. Supporting evidence can be from seminars, readings, scholarly literature, and media reports. Supporting evidence can also include one personal/professional reference. **(5 pts)**

**Book Review/Position Paper Format/Style Requirements:** Papers should not be more than 6 pages. Use APA style; paper should be typewritten, double spaced, with 1-inch margins, and numbered pages. Cite all sources and include reference page. Headings (headers) for each reflection should be left aligned as follow: Last name, first name, date, *title of book*. **(2 pts)**

#### **Criteria for Evaluation**

- Timely completion/submission of the assignment
- Content – see “guidelines for writing paper”
- Writing style (paper was organized using outline provided with guidance, clarity, grammar, punctuation, APA style)
- Format (as outlined under paper requirements above)
- Depth – paper reflected comprehension, analysis, and evaluation.

**4. Book Poster and Creative Project Presentation (20 pts) – DUE as outlined below.**

The readings under assignment #3 cover many controversial social issues related to diversity, power, and oppression. The importance of this assignment is for students to review specific issues and discuss with peers what they have read, the author's perspectives, their personal views (agreements/disagreements with the author), and social justice policy implications, challenges, "aha" experiences, etc. during class.

**Guidelines for Developing "Creative Piece"**

The Group will develop a "creative piece" to deliver an "awareness-raising" message that addresses the social justice issue identified in the reading/book.

The "creative piece" must be the group's **original** work. The Group will also be expected to provide a brief explanation of the message in their Book Poster Presentation. Some suggestions for the format include: art, photography, video, poetry, narratives, music/audio, socio-drama/acting, etc.

**Guidelines for Developing Book Poster Presentation**

In collaboration with students in your "book group" develop a 30 minute Book Poster Presentation to discuss with the class. The presentation needs to include:

- Title of book and author's name and background
- Overview/summary of the book
- Description of the book's message(s) or key information related to social justice issues
- Author's position(s) (include page number)
- Group's response(s) to the author's position – did your group have same perspective, are there any differences, similarities, contradictions, is the author overlooking something, are there any biases, do you recommend the book, what were your key learning experiences, or "aha" moments? Etc.

NOTE: this presentation is NOT a summary of the book but rather a critical analysis and discussion of the issues presented by the author(s).

**Criteria for Evaluating Presentation**

- 1) Presentation content/topic **6 pts**
  - Presented overview of book and author's background (.5 pt)
  - Presented book's messages and key information related to social justice issues (.5 pt)
  - Presented author's position (1 pt)
  - Discussed group members position(s) in relation to the author's positions (1pt)
  - Critically reviewed and responded to the author's positions (2 pts)
  - Provided external resources to back up personal opinions etc. (1 pt)
- 2) Creative Piece **10 pts**
  - Developed a "creative piece" based on the social justice issue addressed by the reading/book. (4 pts)
  - Integrated the "creative piece" into the Poster Presentation. (3 pts)
  - Creative project was **original and creative** (using art, photography, video, poetry, narratives, music/audio, socio-drama/acting, other). (2 pts)
  - Provided a brief explanation of their "creative piece" and message. (1 pt)
- 3) Presentation methods **2 pts**
  - Engaged students in dialogue about the social justice issue being presented. (1 pt)

- Used creative methods during presentation (PPP, posters, pamphlets, videos, icebreakers, etc). (.5 pt)
  - Kept presentation time requirements. (.5 pt)
- 4) Individual performance and contributions **2 pts**
- Student's contribution to the group's effort was evident during presentation. (.5 pt)
  - Student was engaged with class and with their group members during presentation. (.5 pt)
  - Student appeared engaged throughout the development of this project. (1 pt)

Book Poster Presentations are due as follow:

Poster Presentations Book Group #	Date Due	Book Title:
1	Thur. 09-24-09	<i>Enrique's Journey</i> by <b>Sonia Nazario</b>
2	Tue. 10-13-09	<i>Makes Me Wanna Holler</i> by <b>Nathan Mc Call</b>
3	Tue. 10-13-09	<i>Pathologies of Power: Health, Human Rights, and the New War on the Poor</i> by <b>Paul Farmer</b>
4	Thur. 11-05-09	<i>New Directions in Special Education: Eliminating Ableism in Policy And Practice</i> by <b>Thomas Hehir</b>
5	Thur. 11-12-09	<i>The Spirit Catches You and You Fall Down</i> by <b>Anne Fadiman</b>

**5. Social Justice Group Presentation: Analysis of Interplay of Social Justice, Values, Diversity, Power & Oppression (30 Total Points)**

Presentation Planning Information Papers (PPIPs)	4 pts
External Expert	6 pts
Group Presentation	<u>20 pts</u>
Total Points	30 pts

The purpose of the group presentation is to raise awareness regarding issues of **justice, diversity, and power within selected populations/communities;** and to develop a social action plan to ameliorate the problem in relation to the selected population/community to impact discrimination and oppression and to promote social and economic justice.

### **Guidelines for Developing Presentation**

The class will divide itself into groups of 4-6 students **(by September 3)**. Each group will:

- a) Select a population/community at risk and research current issue(s) of social justice, values, diversity and power experienced by this group;
- b) Analyze: 1) the impact of discrimination, economic deprivation, and oppression on this population/community, as well as 2) how the population/community is perceived by the broader society;
- c) Analyze public policy, institutional structure, and/or service delivery (agency or program approaches) relevant to these problems (discrimination, economic deprivation, oppression, and society's perception);
- d) Examine: 1) how group's membership into broader society influences access to resources; and 2) society's responsiveness to group and strategies to address risk factors;
- e) Develop a social action plan which: 1) includes an analysis about the role your group believes the social work profession and individuals should take to intervene to ameliorate the problem in relation to the selected population/community to address issue of discrimination and oppression, and 2) to promote social and economic justice; and
- f) Develop a 45-50 minute presentation that includes "a-e" above. Invite at least one external (guest) speaker (expert in the field) to provide feedback into the social action plan and to co-present with the group. The guest speaker cannot do the entire presentation, allow up to 15-20 minutes for their participation during the class presentation.

### **Criteria for Evaluation of Presentation**

The presentation will be evaluated based on: 1) group planning and preparation work (PPIPs); 2) content; 3) presentation methods; and 3) individual performance and contributions; as follow:

- 1) Group planning and preparation work **(4 pts)**
  - Submitted all Presentation Planning Information Papers (PPIPs) as required.
- 2) Presentation content/topic **(15 pts)**
  - Provided a clear presentation of social justice issue as outlined in a-d under guidelines for presentation (10 pts)
  - Presented a social action plan to address the issue (5pts)
- 3) External expert **(6 pts)**
  - Included an external co-presenter (expert in the field) or currently working in the area being presented who assisted or provided feedback in the development of the social action plan. (6 pts)
- 4) Presentation methods **(2 pts)**
  - Provided presentation objectives (.5 pt)
  - Engaged students in dialogue about the social justice issue(s) being presented. (.5 pt)
  - Used creative methods to inform, educate, and engage audience (PPP, Videos, handouts, icebreakers, etc). (.5 pt)
  - Kept presentation time requirements. (.5 pt)
- 5) Individual performance and contributions **(3 pts)**
  - Contribution of each student to the group's effort evident during presentation. (1 pt)
  - Student was engaged with class and their group members during presentation. (1 pt)
  - Student appeared engaged throughout the development of this project. (1 pt)

PPIPs and final presentations are due as follow:

PPIP #	Date Due	Expected Outcomes: (See BlackBoard "Assignments" for specific guidance on PPIPs)
1	Mon. 9-22-09	Group Name and Topic - See PPIP 1 for more detail guidance.
2	Mon. 10-20-09	Presentation Outline Draft - See PPIP 2 for more detail guidance.
3	Mon. 11-10-09	Presentation Action Plan Draft Presentation - See PPIP 3 for more detail guidance.
4 FINAL	Mon. 11-17-09 Gr. 1 Wed. 11-19-09 Gr. 2 Mon. 11-24-09 Gr. 3 Wed. 12-01-09 Gr. 4 Mon. 12-03-09 Gr. 5	Final Presentation and Resources Presentation Outline Draft - See PPIP Final for more detail guidance.

6. **Class Observations (10 points) - DUE as noted in table below.** These assignments **ARE NOT** accepted after the due date.

“Class Observations” are an essential part of the experiential component of this class. Observations will be based on class dialogues/experiences/readings/videos, etc.

The purpose of this assignment is to examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices. This assignment will guide students to:

- a. clarify their thoughts in relation to the issues covered during class;
- b. reflect on issues of discrimination (e.g. racism, sexism, homophobia, classism), and oppression and explore their own role in promoting social justice.
- c. discuss different awareness levels, issues, lessons learned, and/or "aha" moments.

**General Guidance for Developing the Observations**

“Class Observations” are your personal thoughts and responses to in-class exercises/videos etc. Your comments or reactions to the experience should be directly grounded on the exercise, how you felt, your observations issues, and the questions posed under each "observation" assignment. Your grade will be based on the extent to which you

1. address, and examine/reflect on the questions and **themes** in the guidance. (See questions under specific observation guidance).
2. discuss your awareness levels, issues, lessons learned, and/or "aha" moments.

**NOTE:** You must download **specific guidance** for each observation from Blackboard. Observation guidance is found under assignments.

**Observation Paper Format/Style Requirements:** Writing style (clear, concise, edited for grammar and punctuation).

**Criteria for Evaluation**

- Timely completion/submission of the assignment (**Late papers will not be accepted**)
- Content addressed all components required by the guidance.

Class Observations are due as follow:

<b>Class Observation #</b>	<b>Date Due</b>	<b>Class Observation Topics</b>
1 (3pts)	Wed. 09-10-09	<i>"Unpacking the Invisible Knapsack"</i>
2 (2 pts)	Mon. 09-22-09	Not in our Back Yard - Group Discussions: "What would you do?"
3 (2 pts)	Wed. 10-08-09	<i>"Color of Fear" Video</i>
4 (3 pts)	Wed. 11-05-09	Making Decisions - Group Discussions: "What would you do - The Egg?"

## COURSE GRADING

Written work should be well-conceptualized and researched, clearly organized and concise, and supported by examples that show evidence of creative and thoughtful analysis.

Grades will be assigned according to the cumulative number of point the student has earned:

• Attendance, Punctuality, In-class Participation	10 points
• Reading Reflection Essays 4 @ 5pts	20 points
• Book Position Paper (20 pts) Poster-Creative Project Presentation (10 pts)	30 points
• Social Justice Group Presentation ( PPIPs (4 pts), External Expert/Stakeholder (6 pts), Presentation (20 pts)	30 points
• Class Observations	<u>10 points</u>
TOTAL	100 points

Grades will be assigned as follow:

100 - 94 = A	93 - 90 = A-	
89 - 87 = B+	86 - 84 = B	83 - 80 = B-
79 - 77 = C+	76 - 74 = C	73 - 70 = C-
69 - 67 = D+	66 - 64 = D	63 - 60 = D-
		59 and below = F

Students who cannot, for any reason, complete the course are advised to complete the withdrawal process in order to avoid an F. The professor will not withdraw students unless specifically requested to do so by the University.

## VI. COURSE POLICIES

- 1. Readings and Preparatory Assignments:** Students are expected to participate in an interactive framework between collegiate students and professor. Students are expected to **complete the readings and preparatory assignments prior to class**, and should be well prepared to participate in discussions and experiential learning assignments. Failure to demonstrate through discussions that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class.
- 2. Class Attendance Policy:** Class attendance is expected. Students will be allowed **one (1) absence without excuse or loss of points**. Students must notify the professor when they are going to be absent. Attendance is defined as your attentive physical presence in class for the **entire** class period. Establishing a pattern of late arrivals and early departures will also count as an absence for the class. A pattern is considered three or more late arrivals or early departures during the semester. Students are responsible for any material missed due to absences.
- 3. Assignments and Grades:** Assignments must be turned in on the date they are due at the beginning of class, barring serious, unforeseen medical illness or family emergencies.
  - **Late Assignments:** There will be a penalty for all late assignments. If accepted, late assignments will be assessed point penalties at the rate noted under each assignment for each day they are late.
  - **Adjustments in Due Dates:** Any adjustments in due dates must be discussed with the professor at least 48 hours PRIOR to the regularly scheduled due date.

- **Course Grade:** The submission of all assignments does not constitute an A in the course. It means the student has met the basic requirements of the course. **Student's class participation, attendance, and the quality of their work will determine their grade.**
  - **Final Grade:** If students are concerned about their grade, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. **Once course grades are finalized, these are not negotiable.**
4. **Writing Style:** The *Publication Manual of the American Psychological Association 6<sup>th</sup> Edition (APA)* is the style manual to be used by all students. If you do not know how to reference, please check the APA manual before you submit your work. Citations are required for all papers. A handout on APA style is available at the SSW Student Services Office or the LRC.
  5. **Use of Blackboard in Class:** In this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.
  6. **Course modifications:** Should any modifications or changes be made to the course (e.g., calendar, assignments), students will be notified in class and by e-mail; changes/modifications will also be posted to Blackboard. Students should check their e-mail/Blackboard frequently. Note that some of the links to documents and/or videos on the internet might change. Documents, new links or alternate options will be provided if this occurs.
  7. **Conduct and Civility.** Students should create a learning environment that does not interfere with the learning of fellow students. When students voice opinions with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas.
    - **Professional Communication/Interactions:** Refrain from private discussions during class, or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context in which it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory comments based on another person's age, race, class, gender, sexual orientation, religious preference, and/or ability/disability. Moreover, covert acts of disrespect, such as sneers and other derogatory facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.
    - **Electronic Devices:** Unless laptops are required for the specific class session, students MAY NOT use laptops during class. Other electronic equipment, such as cell phones, 'Ear buds,' I-Pods, etc. are not allowed. All communication devices must be turned off or placed on 'silent' mode during class.
  8. **Course Feedback:** During the semester the professor will ask students to provide feedback on their learning in informal as well as formal anonymous ways about the course and professor's teaching strategies. It is very important for the professor to know the students' reactions to what is taking place in class. Students are strongly encouraged to respond to these surveys. A mid-semester course evaluation will be conducted and input considered for course adjustments. Students are encouraged to provide feedback during office hours and by appointment if they desire.

## VII. GENERAL UNIVERSITY POLICIES

1. **The University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
2. **Professional Conduct in Class:** The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.
3. **Scholastic Dishonesty:** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students <http://deanofstudents.utexas.edu/sjs/academicintegrity.html>
4. **Documented Disability Statement:** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.
5. **Religious Holidays:** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.
6. **E-mail for Official Correspondence to Students:** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.
7. **Safety:** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

8. **Behavior Concerns Advice Line (BCAL):** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal> .
  
9. **Emergency Evacuation Policy** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
  - Familiarize yourself with all exit doors of the classroom and the building.
  - Remember that the nearest exit door may not be the one you used when you entered the building.
  - In the event of an evacuation, follow the professor's instructions.
  - Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## VIII. COURSE SCHEDULE

Class Dates	Week and Topics	Readings / Homework	Assignments Due
	<b>Week 1</b>		
Aug. 27	<b>I. Introductions</b>  <b>II. Course Overview and Course Themes</b>  <b>III. Review of Syllabus and Assignments/Requirements</b>		
	<b>Week 2</b>		
Sept. 1	<b>I. Human Rights and Social Justice</b>  <b>II. Liberation</b>  <b>III. Working for Social Justice</b>	Adams, Chps. 86, 87, 88	
Sept. 3	<b>I. Conceptual Frameworks</b> <ul style="list-style-type: none"> <li>• Complexity of Identity</li> <li>• Socialization Process</li> <li>• Individual, Institution, and Structural Discrimination</li> </ul> <b>II. Racist Stereotyping</b>  <b>III. Mickey Mouse Monopoly</b>	Adams, Chps. 1-4  Moore, R.B. (2007)  <a href="http://www.youtube.com/watch?v=TgxVvbai_nI">http://www.youtube.com/watch?v=TgxVvbai_nI</a>  <a href="http://www.youtube.com/watch?v=TouKm7Xwgbk">http://www.youtube.com/watch?v=TouKm7Xwgbk</a>  <a href="http://www.youtube.com/watch?v=sp0OGWXF0Bc&amp;feature=related">http://www.youtube.com/watch?v=sp0OGWXF0Bc&amp;feature=related</a>  <a href="http://www.youtube.com/watch?v=zD9ntaPFyYA&amp;feature=related">http://www.youtube.com/watch?v=zD9ntaPFyYA&amp;feature=related</a>  <a href="http://www.youtube.com/watch?v=ZmAph58ca8&amp;feature=related">http://www.youtube.com/watch?v=ZmAph58ca8&amp;feature=related</a>	Establish Social Justice Groups
	<b>Week 3</b>		
Sept. 8	<b>NO CLASS</b>		

Class Dates	Week and Topics	Readings / Homework	Assignments Due
Sept. 10	<b>I. Conceptual Frameworks</b> <ul style="list-style-type: none"> <li><i>Oppression</i> - Marilyn Frye</li> <li><i>Five Faces of Oppression</i> - Iris Marion Young</li> </ul> <b>II. "Unpacking the Invisible Knapsack"- Class Exercise</b>	Frye, M. (2007) Adams, Chp. 5 Peggy McIntosh in M.L. Andersen & P.H. Collins.	Class Observation 1 "Privilege"
	<b>Week 4</b>		
Sept. 15	<b>I. Systems of Power and Inequality</b> <ul style="list-style-type: none"> <li>Race and Racism</li> <li>Class</li> <li>Gender</li> <li>Sexuality</li> <li>Physical/Mental Abilities</li> <li>Migration</li> </ul> <b>II. Privilege and Power</b> <b>III. "Unpacking the Invisible Knapsack"- Debriefing</b>	Andersen, M. L. & Hill Collins, P. (2007)  Johnson, Chp. 1-9  Peggy McIntosh in M.L. Andersen & P.H. Collins.	Reflection #1
Sept. 17	<b>I. What is the framework that we use to understand the problem?</b> <ul style="list-style-type: none"> <li><i>White Supremacy as the Problem for Race.</i></li> <li><i>White complicity and social justice education: Can one be culpable without being liable?</i></li> <li><i>Going beyond the Black and White Dialogue</i></li> </ul>	Jensen, R: <a href="http://www.youtube.com/watch?v=8aH-WSqanyQ">http://www.youtube.com/watch?v=8aH-WSqanyQ</a>  Applebaum, B. (2007)  Adams, Chapter 11 & Martinez, E. (2007)	
	<b>Week 5</b>		

Class Dates	Week and Topics	Readings / Homework	Assignments Due
Sept. 22	<p><b>I. Anti Racist Reflections - Group Discussions</b></p> <ul style="list-style-type: none"> <li>• <i>"Speaking Treason Fluently Anti-Racist Reflections From An Angry White Male"</i> <ul style="list-style-type: none"> <li>○ Denial and the Reality of Racism</li> <li>○ Mainstream Multiculturalism</li> <li>○ Racial Preferences</li> </ul> </li> </ul> <p><b>II. "What would you do?: Racism in America" - Not in our Back yard</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=eNu-WZdHzaA&amp;feature=Playlist&amp;p=A9A0505376CBC E35&amp;playnext=1&amp;playnext_from=PL&amp;index=16">http://www.youtube.com/watch?v=eNu-WZdHzaA&amp;feature=Playlist&amp;p=A9A0505376CBC E35&amp;playnext=1&amp;playnext_from=PL&amp;index=16</a></li> <li>• <a href="http://www.youtube.com/watch?v=HIVgMvuCM_k&amp;feature=Playlist&amp;p=0342933AA5235A3C&amp;playnext=1&amp;playnext_from=PL&amp;index=6">http://www.youtube.com/watch?v=HIVgMvuCM_k&amp;feature=Playlist&amp;p=0342933AA5235A3C&amp;playnext=1&amp;playnext_from=PL&amp;index=6</a></li> </ul>	<p>Selected Readings from Tim Wise Pgs. 15, 45 &amp; 63, &amp; 239</p> <p>Video can be accessed at UTUBE: ABC 20/20 What would you do? Part 1 &amp; 2</p>	<p>PPIP#1 for SJ Presentation Due via e-mail by 9am</p> <p>Class Observation 2 "Not in our Backyard"</p>
Sept. 24	<p><b>I. Anti Racist Reflections - Group Discussions, Con't</b></p> <ul style="list-style-type: none"> <li>• <i>"Speaking Treason Fluently Anti-Racist Reflections From An Angry White Male"</i></li> </ul> <p><b>II. Book Poster and Creative Project Presentation Based on: Immigration and Social Justice</b></p> <ul style="list-style-type: none"> <li>• <i>Enrique's Journey</i> by <b>Sonia Nazario</b></li> </ul> <p>Last day to drop class without a possible academic penalty.</p>	<p>Selected Readings from Tim Wise Pgs. 15, 45 &amp; 63, &amp; 239</p>	<p>Book Group 1 Presentation</p>
<b>Week 6</b>			
Sept. 29	<p><b>I. Racism, Power, and Control, and the Wealth Gap</b></p> <ul style="list-style-type: none"> <li>• <b>Video: "In Sickness and In Wealth" Is inequality Making Us Sick?</b> Produced by: Christine Herbes-Sommers and Llewellyn M. Smith</li> </ul>	<p>Complete Interactivity prior to class: <a href="http://www.unnatura.causes.org/interactivities_08.php">http://www.unnatura.causes.org/interactivities_08.php</a></p>	
Oct. 1	<p><b>I. No Class: Independent Study (work on completing reflection #2)</b></p> <ul style="list-style-type: none"> <li>• <b>United Nations: Special Reports on Contemporary forms of racism, racial discrimination, xenophobia and related intolerance - Country Visits</b> <ul style="list-style-type: none"> <li>○ April 2009 Report</li> <li>○ October 1994 Report</li> </ul> </li> </ul>	<p>Reports can be accessed at: <a href="http://www2.ohchr.org/english/issues/racism/rapporteur/index.htm">http://www2.ohchr.org/english/issues/racism/rapporteur/index.htm</a></p> <p><b>Or Blackboard</b></p>	<p>Reflection #2</p>
<b>Week 7</b>			
Oct. 6	<p><b>I. Racism – Video: <i>The Color of Fear</i> (Part 1)</b> (Note: must read Adams Chps 9, 11, 13, 15, 18 in preparation for Oct 5 and 7)</p>	<p>Adams, Chp. Introduction &amp; Chp. &amp; 9, 11, 13, 15, 18</p>	

Class Dates	Week and Topics	Readings / Homework	Assignments Due
Oct. 8	<p><b>I. Racism – Video: <i>The Color of Fear</i> (Part 2)</b> (Note: must read Adams Chps 9, 11, 13, 15, 18 in preparation for Oct 5 and 7)</p> <p><b>II. Bringing it all together</b></p> <ul style="list-style-type: none"> <li>Class statements/observations on lessons learned and "Aha" Moments</li> </ul>	Adams, Chp. Introduction & Chp 9, 11, 13, 15, 18	Class Observation 3 " <i>The Color of Fear</i> "
<b>Week 8</b>			
Oct. 13	<p><b>I. Book Poster and Creative Project Presentation Based on: Race, poverty, rage and gender.</b></p> <ul style="list-style-type: none"> <li><i>Makes Me Wanna Holler</i> by <b>Nathan Mc Call</b></li> </ul> <p><b>II. Book Poster and Creative Project Presentation Based on the connection between justice and health.</b></p> <ul style="list-style-type: none"> <li><i>Pathologies of Power: Health, Human Rights, and the New War on the Poor</i> by <b>Paul Farmer</b></li> </ul>		Book Group 2 & 3 Presentation
Oct. 15	<p><b>I. Gender and Sexism</b></p> <ul style="list-style-type: none"> <li>Social Construction of Gender</li> <li>Masculinity and Homophobia</li> <li>Gender Differences?</li> <li>Gender and the Media</li> </ul> <p><b>II. Social Justice Group Presentation Project Review</b></p> <p><b>III. Mid-semester course assessment</b></p>	Adams, Chp 32-45	Reflection #3
<b>Week 9</b>			
Oct. 20	<p><b>I. Feminism.....The Movements</b></p> <p><b>II. Gender and Sexism</b></p> <ul style="list-style-type: none"> <li><i>Re-reading Sex and the City: Exposing the Hegemonic Feminist Narrative</i>- Rebecca Brasfield</li> <li><i>Policing the National Body: Sex, Race, and Criminalization</i> - Jael Silliman</li> </ul> <p><b>III. Women's Human Rights</b></p>	<p>Adams, Chp 37</p> <p>Brasfield, R. (2007)</p> <p>Silliman, J. (2007)</p> <p>Arditti, R. (2007)</p>	PPIP#2 for SJ Presentation Due via e-mail by 9am
Oct. 22	<p><b>I. Heterosexism, Sexual Orientation, and Homophobia</b></p> <p><b>II. Gay rights and liberation movement</b></p>	Adams, Chp 46-59	

Class Dates	Week and Topics	Readings / Homework	Assignments Due
	<b>Week 10</b>		
Oct. 27	<b>I. Gay rights and liberation movement</b> <ul style="list-style-type: none"> <li>• <i>Movie: "Milk"</i> directed by Gus Van Sant, written by Dustin Lance Black.</li> </ul>		
Oct. 29	<b>I. Gay rights and liberation movement</b> <ul style="list-style-type: none"> <li>• <i>Movie: "Milk"</i> directed by Gus Van Sant, written by Dustin Lance Black.</li> </ul> <b>II. Bringing it all together</b> <ul style="list-style-type: none"> <li>• Class statements/observations on lessons learned and "Aha" Moments</li> </ul>		
	<b>Week 11</b>		
Nov. 3	<b>I. Ableism</b> <ul style="list-style-type: none"> <li>• <i>The Disability Rights Movement</i></li> <li>• Moving beyond stigma</li> <li>• Education</li> <li>• Policies</li> </ul>	Adams, Chp 60-72	Reflection # 4
Nov 5	<b>I. Book Poster and Creative Project Presentation Based on: Ableism - Special Education Policies</b> <ul style="list-style-type: none"> <li>• <i>New Directions in Special Education: Eliminating Ableism in Policy And Practice</i> by <b>Thomas Hehir</b></li> </ul> <b>II. Making Decisions - Group Discussions: "What would you do - The Egg?"</b>		Book Group 4 Presentation  Class Observation 4 The Egg
	<b>Week 12</b>		
Nov. 10	<b>I. Classism - Class and Inequality</b> <ul style="list-style-type: none"> <li>• Race as Class</li> <li>• <i>Making Class Invisible</i></li> <li>• Class and Education</li> </ul> <b>II. Anti Racist Reflections - Group Discussions</b> <ul style="list-style-type: none"> <li>• <i>"Speaking Treason Fluently Anti-Racist Reflections From An Angry White Male"</i> <ul style="list-style-type: none"> <li>○ Racial Preference</li> <li>○ Poor Whites</li> </ul> </li> </ul>	Adams, Chapters 74, 76, 77, 78, 79  Gans, H. J. (2007)  Mantsios, G. (2007)  Wise, T. (2008) - Pgs 239, & 325	PIIP#3 for SJ Presentation Due via e-mail by 9am

<b>Class Dates</b>	<b>Week and Topics</b>	<b>Readings / Homework</b>	<b>Assignments Due</b>
Nov. 12	<b>I. Book Poster and Creative Project Presentation Based on: Cultural Competence and Classism</b> <ul style="list-style-type: none"> <li>• <i>The Spirit Catches You and You Fall Down</i> by <b>Anne Fadiman</b></li> </ul> <b>II. Interrupting Oppressive Behavior and Alliance Building</b>		Book Review Position Paper  Book Group 5 Presentation
	<b>Week 13</b>		
Nov. 17	<b>I. Analysis of Interplay of Social Justice, Values, Diversity, Power &amp; Oppression - Group 1 Presentation</b>		Final PPIP for Group 1
Nov. 19	<b>I. Analysis of Interplay of Social Justice, Values, Diversity, Power &amp; Oppression - Group 2 Presentation</b>		Final PPIP for Group 2
	<b>Week 14</b>		
Nov. 24	<b>I. Analysis of Interplay of Social Justice, Values, Diversity, Power &amp; Oppression - Group 3 Presentation</b>		Final PPIP for Group 3
Nov. 26	No Class <b>Thanksgiving Holidays</b>		
	<b>Week 15</b>		
Dec 1	<b>I. Analysis of Interplay of Social Justice, Values, Diversity, Power &amp; Oppression - Group 4 Presentation</b>		Final PPIP for Group 4
Dec. 3 <b>LAST CLASS</b>	<b>I. Analysis of Interplay of Social Justice, Values, Diversity, Power &amp; Oppression - Group 5 Presentation</b>		Final PPIP for Group 5

## SW381S Foundations of Social Justice: Values, Diversity, Power & Oppression

### Class Discussion and Participation/Engagement

The primary learning methodology in this class is active and collaborative learning. Assignments and in-class discussions are designed to provide class participants opportunities to articulate their own views and experiences with the goal of promoting self-exploration, awareness, and developing a "plan to act" in the area of social justice. Another goal is to create and maintain a productive and creative environment where students can engage in a critical and meaningful dialogue of some of the most difficult topics in our society regarding, diversity, power, oppression, discrimination, and systems of privilege and to analyze human rights and social justice issues. Human rights, refers to the basic rights of people because they are human beings, independent of their race, gender, nationality, ethnicity, or religion, and without which they cannot live in dignity. Social justice, refers to a process and a goal based on just and equitable treatment of all people regardless of age, race, color, class, socioeconomic, gender, or sexual preference.

### Ground Rules For Participating in Class Activities and Dialogue

The purpose of these rules is to assist and encourage contributions from the largest number of students possible.

**Amnesty:** a general pardon granted by a government, especially for political offenses; an act of clemency by an authority (your profession and your peers); a period during which offenders are exempt from punishment.

Granting amnesty does not absolve the professor of the responsibility to use every available opportunity to correct misinformation, misinterpretation and other challenges in thinking that will impair your abilities to think and practice according to NASW cultural diversity standards and to provide culturally competent services.

- Controversy is not always bad. It can be a tool to promote learning, more complex thinking and effective communication, and can result in opening us up to different points of view.
- Remember your role in this course/school is to be open minded and a respectful learner.
- Remember your goal as we engage in dialogue regarding the ‘isms and other issues of diversity is to:
  - learn rather than WIN;
  - risk a little to grow rather than protect to stay the same;
  - realize there are generally two or more ways to look at a situation/issue;
  - build relationships, not tear them down;
  - look for, and allow possibilities;
  - illuminate similarities and understand differences;
  - break down assumptions and stereotypes;
  - give each other strength and courage to go on in the face of the challenge you will all encounter.
- Everyone sets their own boundaries for self disclosure with a commitment to pushing the envelope and not sticking with the status quo...stretching and challenging oneself is essential for this course to be meaningful.
- Speak from experience and avoid generalizations about groups.
- Respect confidentiality.
- Personal information shared in the group, stays within the group.

- Allow others equal time to speak and acknowledge what was said before moving on.
- Avoid, or rather everyone agree to observe when the response to a participant is criticizing, judging, patronizing, etc. and agree to work on reducing and eliminating these tendencies in our response set.
- Respect other's developmental process, and rights to express and form their own opinions.
- Listen to others without interrupting.
- Refrain from blaming or scapegoating others
- Focus on your own learning.

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#### *Mickey Mouse Monopoly*

- o Part 1: [http://www.youtube.com/watch?v=TgxVvbai\\_nI](http://www.youtube.com/watch?v=TgxVvbai_nI)
- o Part 2: <http://www.youtube.com/watch?v=TouKm7Xwgbk>
- o Part 3: <http://www.youtube.com/watch?v=sp0OGWXF0Bc&feature=related>
- o Part 4: <http://www.youtube.com/watch?v=zD9ntaPFyYA&feature=related>
- o Part 5: <http://www.youtube.com/watch?v=ZmAph58ca8&feature=related>

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