

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

Course Number: 381S
Unique Number: 63660
Semester: Fall, 2009
Meeting Time: Fri. 8:30-11:30AM
SW 2.116

Instructor's Name: Michele A. Rountree, Ph.D.
Office Number: SSW 3.122E
Office Phone Number: 471-7160
Office Hours: 11:30-2:00 on Fridays or by
appointment
E-mail: mroundree@mail.utexas.edu

**Foundations of Social Justice: Values, Diversity, Power & Oppression
(Previously HBSE: Cultural Diversity)**

STANDARIZED COURSE DESCRIPTION

This course is based the following assumptions: 1.) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences and individual's life experiences, world view, and increases risk factors for 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 to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and 4) professionals and programs have strategies to critically analyze distributive justice, human and civil rights, and global interconnections of oppression. There is an emphasis in this course on the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

STANDARIZED COURSE OBJECTIVES

Upon completion of this course the students will be able to:

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access of resources, intervention, 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.

TEACHING METHODS

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro and macro level practice is irrelevant to the student that gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as one, to create a safe learning environment that two, allows for the sharing of ideas, in-depth critical analysis and integration of the material.

REQUIRED TEXTS, AND MATERIALS

Required Text:

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

Friere, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

Mullaly, B. (2007). *The New Structural Social Work*. (3rd Edition) Ontario, Canada, Oxford University Press.

The reader that includes the assigned readings can be accessed in the following manner.

1. Go to the Electronic Reserves Home Page: <http://reserves.lib.utexas.edu>
2. Click "Student Access to Electronic Reserves Course Pages"
3. Search for course by course number, department or instructor (instructor is usually easiest)
4. Click on course number to access page
5. When prompted, enter course page password.

The instructor reserves the right to provide and/or assign additional reading to supplement the texts and reader.

COURSE REQUIREMENTS

Active Learning Contract: Cooperative, Active, Student-Directed Learning (10 points)
The MSSW program is a concentrated and rigorous program. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires

you to be: a.) the chair of your agenda, understanding that no one else can do your learning for you, b.) aware of external or internal distractions keeping you from the “here and the now” purpose and successful completion of this course, and c.) responsible for asking questions, finding information, and challenging yourself to facilitate your learning. Instructor will award half of the active learning points based upon observation, and students, based upon their own individual assessment, will award themselves the remaining points.

Expectations: Active Learning

- Participate in an interactive educational process grounded in course readings. Content (e.g., readings and lecture material) and process (e.g., classroom experiences) as being interdependent and mutually enhancing. Both are necessary for an optimal learning experience.
- Active, cooperative learning is a requirement of this course. You will learn via listening, talking together, reading with a critical eye, and writing in response to what you read and experience. Your thoughtful contributions in each of these modes of active learning are an important aspect of the learning environment.
- Raise questions, express your viewpoints, and engage in small and large group discussions and experiential exercises.
- Participate in a professional manner that includes respectfulness with regard to difference. If you have any questions or concerns about this requirement, please talk to me before you continue in the class.

In summary, the seminar process reflects an interdependent and reciprocal system of relationships among all the members of the learning community.

Criteria for Evaluation:

- √ Evidence that you have reflected upon and integrated material learned via readings, class and field.
- √ Degree to which your communication is relevant.
- √ Evidence that you are present (mind, body, and spirit).
- √ Attendance, students are expected to attend all classes. Students who miss more than two classes will drop one letter grade. Excused absences are defined as a documented illness or death of a family member.
- √ Arrival on time.
- √ Adherence to the NASW Code of Ethics (included in required reader).

Personal Statement (10 points)

To assist you in beginning the course, write a 4-5 page essay that answers the following questions:

1. What life and work experiences have informed your decision to become a social worker?
2. What are your professional goals?
3. What adjustments will you have to make to meet the challenges of the MSSW program?
4. What resources (e.g., personal strengths, family/friend support, community support) will you draw upon to facilitate your success in the class and program?
5. How will you change the world?

Criteria of Evaluation:

- √ Timely completion of the assignment
- √ Adherence to the Manuscript Guidelines (attached).

Due: Sept. 4th

Reflections on the Readings (9 points - 1 point for each reflection piece)

The reflections are your opportunity to use writing to integrate the course readings and clarify your thoughts before you write your position papers described below.

Follow these steps:

- Read the assigned readings for the week.
- Reflect on what you have read.
- Write your thoughts, opinions, feelings related to the issues raised in the readings.

1 page, typewritten, double-spaced, with 1 inch margins. Headings for each reflection should appear left aligned as shown below:

Last Name, First Name/Date/Reflection # (1-9)

Criteria for Evaluation:

- √ Relevance to readings.
- √ Clarity and timely completion of the assignment (late reflections will not be accepted)
- √ Adhere to the Manuscript Guidelines (attached)

Due: 9/4, 9/11, 9/18, 10/2, 10/9, 10/16, 10/23, 10/30, 12/4

Position Papers (9 points- 1 point each)

The readings cover many controversial social issues related to diversity, power, oppression and social justice that impact the lives of your clients and their respective communities. Writing Position Papers will challenge you to critically evaluate and respond to ideas presented in the readings. As advocates for your clients, and as agents for social change, you will need to identify and be able to effectively argue your position on what often may be perceived as controversial issues.

Reflections on the readings is an informal assignment for the purpose of integrating the reading with your own ideas/experiences and to assist you in clarifying your thinking. A position paper is a formal paper in which you present an argument using a specified format.

You will write 9 position papers over the course of the semester and you will have the opportunity to receive feedback from the instructor and at times a writing team to help you refine your writing.

Guidelines for writing Position Papers:

Before writing your position paper, reflect on the readings. Then choose one issue discussed in the reading and articulate your position related to that issue.

Follow this format:

- Briefly identify the reading you are writing about;

- State the author’s position to which you are responding (include page #);
- State your position (remember Position Papers are not a summary of the reading, but your response to issues raised in the readings);
- Support your position with evidence. You may draw supporting evidence from seminar readings, from other scholarly professional literature, credible media reports, personal and professional experience.
- Cite all sources used and include a reference list following APA format (see Publication Manual of the American Psychological Association, 5th Edition).

Criteria for Evaluation:

- √ Format (whether you have followed guidelines described above).
- √ Content (how clear and convincing your argument is).
- √ Writing Style (organization, clarity, grammar, punctuation).
- √ Adherence to manuscript guidelines (see attachment).

Due: 9/4, 9/11, 9/18, 10/2, 10/9, 10/16, 10/23, 10/30, 12/4

Culture Chest (10 points)

- Choose a small box for your “culture chest.” Place inside, 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world.
- Decorate the outside of your box with images (e.g., pictures, drawings, words or phrases) that describe how you think others view your social identities and have treated you based on these social identities.

Criteria for evaluation:

- √ Thoughtful contents inside the culture chest (4 points)
- √ Thoughtful decoration of the outside of the culture chest (3 points); and
- √ Sharing of the culture chest during class, including your description of how each item relates to a specific social group membership (3 points)

Due: 9/25

Critical Analysis and Strategic Action Paper (32 Points)

During the course of this seminar, the readings, lectures, videos, and class discussions have touched on many pressing social justice issues. The purposes of the paper are to:

- Assist in your integration of the course content.
- Sharpen your critical analysis skills.
- Give you practice in progressing from the critical analysis and identification of a social problem to formulating a viable social action plan, and
- Assist you in seeing past the limited personal problem focus of social work practice and identifying the broader, structural, ecosystemic factors that compromise well-being of individuals, families, and communities.

At a minimum, excluding the reference page the length of the paper should be no less than fifteen pages and no more than twenty pages. On 10/16 each respective group is required to pass into the instructor a one paragraph summary describing the topic of the paper.

As the professor, I reserve the right to award differentially weighted grades on the group project based on the contribution of the group members to the paper and presentation. If an individual student's performance is consistently below par jeopardizing the quality of the overall group's work then the student will be graded accordingly. Your paper should include the following sections;

- a. Abstract. Provide a paragraph describing the content of the report.
- b. Statement of Purpose: Define the problem, including who is impacted and how.
- c. Literature Review: Integrate and summarize the existing literature on this social issue. In addition, identify theory or theories that assist in the understanding of the social justice issue. At a minimum, you must search the Social Sciences Abstracts and cite at least ten key studies.
- d. Critical Analysis of the Problem: Evaluate the credibility of the evidence presented in the literature review by addressing the following critical questions:
 - What is the evidence that the problem is really a cause for societal concern?
 - Who is presenting this evidence? Where are they coming from?
 - What evidence is being omitted from both argument and counter argument?
 - How does this make sense in an ecosystemic context?
 - How might this problem be assessed or addressed if it were viewed as an intrapersonal problem?
 - How might this problem be assessed and addressed if it were viewed as a structural, societal problem?
- e. Strategic Action Plan. Based upon your critical analysis of the problem, outline a social action plan (praxis)/ intervention on all three levels micro, mezzo and macro level.

Criteria for evaluation:

- √ Coherent description of the problem.
- √ Quality of synthesis of relevant literature.
- √ Quality of critical analysis, including balanced discussion of opposing viewpoints.
- √ Clarity and viability of social action plan.
- √ Conformity to Manuscript Guidelines (attachment)

Due: 11/20

Poster Session & Handouts (20 points)

Posters & Presentation (15 of the 20 points)

The purpose of the poster session is to share with your classmates information that is important for social workers to know about the social justice issue you have analyzed. Just as you would in a professional conference poster session, you will prepare a poster (3-Fold/36" high/48" wide [unfolded]) with print and graphics highlighting the findings from your paper. The poster should have 3 sections:

- Left Panel: The Social Justice Issue Defined
- Middle Panel: Existing theory/research, including prominent proponents and opponents.
- Right Panel: Social Action Plan

Criteria of Evaluation:

Your poster session will be evaluated based on the extent to which you maximize the medium of verbal/non-verbal communication, visual presentation to captivate and educate your audience about the social justice issue and how it might be addressed.

Handouts (5 of the 20 points)

The purpose of this assignment is to share what you have learned and to educate your colleagues about the social justice issue. Present a 1 page 2 sided handout and bring copies for the class and instructor.

- Front: a description of the social justice issue with scholarly references.
- Back: an annotated bibliography of the 10 most useful evidence based sources related to this issue (include APA style reference with a 2-3 sentence summary of the article).

Criteria for Evaluation:

Your handout will be evaluated based on:

- √ Clarity of description of the social justice issue.
- √ Whether the theorist you have included are the most salient theorists.
- √ The importance of the journal articles you have chosen to include in your annotated bibliography and the extent to which you have summarized the key content of the article.

Due: 11/13, 11/20, 12/4

CLASS POLICIES

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.

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.

Policy on 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://www.utexas.edu/depts/dos/sjs/>).

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/>.

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.

Use of 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 to keep 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>.

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.

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>.

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.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- 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.

Feedback Statement

The professor encourages students to provide feedback on their learning and experiences in this class.

GRADING:

Grades will be assigned according to the cumulative number of points the student has earned on the required assignments:

A= 90-100 B=80-89 C=70-79 D= 60-69

A = 100-96 SUPERIOR: Significantly exceed assignments/performance expectations, Demonstrates a high level of in-depth critical thinking and analysis that involved coherence and integration of ideas.

A- = 95-90

B+ = 89-87 GOOD: Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis.

B = 86-84

B- = 83-80

C+ = 79-77 AVERAGE: Assignment/performance meets the requirements, lacks evidence of in depth and analysis of the material.

C = 76-74

C- = 73-70 (Class failed/no credit: 73 and below)

D+ = 69-67 BELOW AVERAGE: Requirements for assignments and critical thinking and analysis skills is lacking.

D= 66-64

D- = 63-60

59 and below F

Requirements for all Written Assignments

- All written assignments must be typed, double-spaced, and formatted in accordance with the *Publication Manual of the American Psychological Association* (5th ed.). The instructor will evaluate your writing on the basis of content, format, and writing style (organization, clarity, grammar, punctuation, etc.). See handout, *Writing Guidelines*, for further information.

COURSE SCHEDULE

Complete reading assignment for each date before coming to class. Bolded readings are required readings for each week, un-bolded readings are recommended.

DATE	DESCRIPTION	ASSIGNED READING	ASSIGNMENT DUE
Week 1 8/28	<ul style="list-style-type: none">• Introductions• Overview: Course Themes• In-Class Exercises• Course Requirements		
Week 2 9/4	<ul style="list-style-type: none">• Labeling• Cycle of Socialization• Common Ground• In-Class Group Exercises	Texts: Adams et al. (2000), pp.5-35. Mullaly (2007), Chapters 1. Friere (1970), Chapters 1 Reader: NASW Code of Ethics Gallebos (2008), pp. 1-5 Friere (1990), 3-9. Andersen et al. (2003), pp. 71-86. Appleby (2001), pp.17-52.	Personal Statement Reflection on Readings Position Paper
Week 3	<ul style="list-style-type: none">• Power, Privilege	Texts:	Reflection on

9/11	<p>& Oppression: Conceptual Frameworks and Theoretical Perspectives</p> <ul style="list-style-type: none"> In-Group Exercise 	<p>Adams et al. (2000), pp.35-50 Mullaly (2007), Chapters 2 Friere (1970), Chapter 2 Reader: McIntosh (1988), 94-105. Jensen (1998), 1-3. Jensen (1998-followup), 1-3. Frye (1983), 48-52. Pharr (1988), 53-65. Turner et al. (2000), pp. 22-27. Zetzer (2005), pp.3-16. Johnson (2001), pp.15-41, 96-116.</p>	Readings Position Paper
Week 4 9/18	<ul style="list-style-type: none"> Cultural Norms, Values & Role Expectations related to Identity and Oppression Cross-Cultural Empathy In-Group Exercise 	<p>Text: Adams et al. (2000), pp. 50-60. Mullaly(2007) Chapters 3 Friere (1970) Chapter 3 Reader: Krentzman (2008), pp. 7-31. Liptak, (2003), pp.1-2 Delgado-Romero (2005), pp.119-125. Gonzalez (2005), pp. 137-145 Clemetson (2004), pp. 1-3 Associated Press (2002), pp.1-2.</p>	Reflections on Readings Position Paper
Week 5 9/25	<ul style="list-style-type: none"> Multiple Social Identities Presentation: Culture Boxes 		Culture Box
Week 6 10/2	<ul style="list-style-type: none"> Resilience Theory Specific Identity Constructs and Populations at Risk: Race and Racism 	<p>Text: Adams (2000), pp. 61-132 Mullaly (2007) Chapters 4, 5 Friere (1970) Chapter 4 Reader:</p>	Reflections on Readings Position Paper

		<p>Rothenberg (2004), pp. 226, 233-235,237,239,242,248-249.</p> <p>Waller (2001), 290-297</p> <p>Root (2000), 628-639</p> <p>Mcdermott (2005), 245-261.</p> <p>Smedley (2005), pp. 16-26.</p> <p>Healy (2008), pp. A1, A20</p> <p>Nagourney (2008), pp. A1-A20.</p> <p>Eckholm (2008), pp.1-5.</p>	
Week 7 10/9	<ul style="list-style-type: none"> • Specific Identity Constructs and Populations-at-Risk: Gender and Sexism 	<p>Text:</p> <p>Adams (2000), pp. 199-260.</p> <p>Mullaly (2007) Chapter 6</p> <p>Reader:</p> <p>Lieberman (1997), pp.545-558</p> <p>Blood et al. (1983), pp. 181-187.</p> <p>Jones (2003), pp.1-3.</p> <p>McPhail, (2008), pp. 33-49.</p> <p>Zhao (2004), pp. 1-6.</p> <p>Angier (2005), pp.1-5.</p>	Reflection on Readings Position Paper
Week 8 10/16	<ul style="list-style-type: none"> • Specific Identity Constructs and Populations-at-Risk: Class, Classism, Disability, Age and Ableism 	<p>Reader:</p> <p>Adams et al. (2000), pp. 319-445.</p> <p>Krugman, (2002), pp.1-2.</p> <p>Associated Press (2003), pp.1-2,</p> <p>Clemetson (2003), pp.1-2.</p> <p>Stolberg (2002), pp. 1-3.</p> <p>Alter (2005)</p> <p>Orlin (1995), pp.233-238.</p> <p>Kirchner (2008), pp. 349-352.</p> <p>Solis (2006), pp.146-153.</p> <p>Hughes (2008), pp. 1-3.</p> <p>Gosselin (2004), pp. 1-12.</p>	Reflection on Readings Position Paper (1) Paragraph Description of Proposed Topic for the Critical Analysis paper.

<p>Week 9 10/23</p>	<ul style="list-style-type: none"> Specific Identity Constructs and Populations-at-Risk: Sexual Orientation, Heterosexism & Homophobia 	<p>Text: Adams (2000), pp. 261-318. Mullaly (2007) Chapter 7, 8,9</p> <p>Reader: Williams (2000), pp. 509-517. Gartrell (2005), pp. 518-524. Szymanski (2005), pp. 355-360. Goode (2002), pp. 1-4. DeKadt (2005) Evans (2005), pp.43-54. Willis (2004), pp.115-132. Aguayo (2007), p. 1.</p>	<p>Reflection on Readings Position Paper</p>
<p>Week 10 10/30</p>	<ul style="list-style-type: none"> Specific Identity Constructs and Populations-at-Risk: Religion 	<p>Text: Adams (2000) pp. 133-198. Mullaly (2007) Chapter 10,11,12</p> <p>Reader: Hijab Brochure Goodstein (2003), pp.1-4. Schlosser (2003), 44-51. Poynting (2006), pp. 365-391. King (2007), pp. 47-77. Herf (2007), pp. 575-600. Capuzzo (2008), pp. 1-2.</p>	<p>Reflection on Readings Position Paper</p>
<p>Week 11 11/6</p>	<p>Group Work Day: No Class</p>		

Week 12 11/13	<ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentations 		
Week 13 11/20	<ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentations 		Critical Analysis and Strategic Action Papers
Week 13 11/27	THANKSGIVING	HOLIDAYS	ENJOY
Week 14 12/4	<ul style="list-style-type: none"> Critical Analysis and Strategic Action Poster Presentations Resistance to Oppression Student Reflections 	Text: Adams (2000) pp. 447-474, 475-486, 486-498. Mullaly (2007) Chapters 11, 12 Reader: Hooks (1995), pp. 263-272. Langston (1992), pp.110-121 Kivel (1996), pp. 224-227 Rothenberg (2004), pp. 598-604, 609-612.	Reflections on Readings Position Papers

Bibliography

- Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Peters, M.L., Zuniga, X., (Eds.) (2000). *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism*. New York: Routledge.
- Ahmad, M. (2004, October). A Rage Shared By Law: Post-September 11 Racial Violence as Crimes of Passion. *California Law Review*, 92(5), 1259-1330.
- Aguayo, T. (2007, March 1). Transsexual official faces firing in Florida, *New York Times*.
- Andersen, Margaret, L. & Collins, P.H. (2003). *Race, Class, and Gender: An Anthology*. Belmont, CA: Wadsworth Publishing.
- Angier, N., Chang, K. (2005, January 24). Gray matter and sexes: A gray area scientifically, *New York Times*, pp.1-5.
- Appleby, G.A. (2001). Culture, social class, and social identity development. In G.A.

- Appleby, E., Colon, & J. Hamilton (Eds). *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention*. Boston: Allyn & Bacon, pp.17-52.
- Associated Press (2002, October 3). *Minority children's injuries prompt more suspicion, study finds*. New York Times. Retrieved October 3, 2002 from <http://www.nytimes.com/2.../02ABUS.html?todayshadlines=&pagewanted=print&position=to>
- Associated Press (2003, November 3). *More U.S. families hungry or too poor to eat, study says*. New York Times. Retrieved November 3, 2003 from <http://www.nytimes.com/2003/11/02/national/02HUNG.html?th=&pagewanted=print&positit...>
- Blood, P., Tuttle, A., Lakey, G. (1983). Understanding and fighting sexism: A call to men. *From Off their Backs...and on Our Own Two Feet*, Philadelphia: New Society Publishers, pp. 181-187.
- Bos, H., Van Balen, F., & Van Den Boom, D. (2007, January). Child Adjustment and Parenting in Planned Lesbian-Parent Families. *American Journal of Orthopsychiatry*, 77(1), 38-48.
- Brown, M., & Henriquez, E. (2008, September). Socio-Demographic Predictors of Attitudes Towards Gays and Lesbians. *Individual Differences Research*, 6(3), 193-202
- Capezza, N. (2007, September). Homophobia and Sexism: The Pros and Cons to an Integrative Approach. *Integrative Psychological & Behavioral Science*, 41(3/4), 248-253.
- Capuzzo, J. (2008, January 10). At Jewish cemetery, vandals strike on larger scale, *New York Times*, pp. 1-2.
- Children aware of white male monopoly on white house; youngest citizens say exclusion due to voter prejudice. (2008). Retrieved October 7, 2008 from The University of Texas At Austin Web site: http://www.utexas.edu/news/2008/10/06/monopoly_white_house.
- Clemetson, L. (2004, January 12). *Some younger U.S. Arabs Reassert Ethnicity*. The New York Times. Retrieved from <http://www.nytimes.com/2004/01/11/national11ARAB.html?th=&pagewanted=print> & position.
- Clemetson, L. (2004, January 11). *Some younger U.S. Arabs Reassert Ethnicity*. New York Times. Retrieved January 12, 2004 from <http://www.nytimes.com/2004/01/11national/11ARAB.html?th=&pagewanted=print&positi...>
- Delgado-Romero, E.A. (2003). No Parece: The privilege and prejudice inherent in being a light-skinned Latino without an accent. In Anderson, S. & Middleton, V.A. *Explorations in privilege, oppression, and diversity*. Canada: Thomson.
- Dixon, T., & Maddox, K. (2005, August). Skin Tone, Crime News, and Social Reality Judgments: Priming the Stereotype of the Dark and Dangerous Black Criminal. *Journal of Applied Social Psychology*, 35(8), 1555-1570
- Eckholm, E. (2008, March 20th). Plight depends for Black men, studies warn, *New York Times*, pp.1-5.
- Evans, N., Broido, E. (2005). Encouraging the development of social justice attitudes and actions in heterosexual students, *New Directions for Student Services*, 110, pp. 43-54.
- Friere, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Friere, P. (1990). A critical understanding of social work. *Journal of Progressive Human Services*, 1, 3-9.
- Frye, M. (1983). *The Politics of Reality*. Trumansburg, NY: Crossing Press.
- Galambos, C. (2008). A dialogue on social justice. In *Journal of Social Work Education* 44.2 (pp.1-5). Council on Social Work Education, Inc.
- Gamel, K. (2008, October). Christians flee northern Iraqi city in the wake of targeted killings.

- Austin American Statesman*. <http://www.statesman.com>.
- Gartrell, N., Deck, A., Rodas, C., Peyser, H., & Banks, A. (2005, October). The National Lesbian Family Study: 4. Interviews With the 10-Year-Old Children. *American Journal of Orthopsychiatry*, 75(4), 518-524.
- Gender wage gap narrows as income rose in 2007. (2008). Institute For Women's Policy Research Web site: <http://www.iwpr.org>.
- Goldstein, R. (2002, October 30). *Gay history is still in the closet*. New York Times. Retrieved on October 30, 2002 from <http://www.nytimes.com/2002/10/30/opinion/30GOLD.html?todayshdlines=&pagewanted=print>
- Goode, E. (2002, February 5). *Group backs gays who seek to adopt a partner's child*. New York Times. Retrieved February 5, 2002 from <http://www.nytimes.com/2002/02/04/national/04ADOP.html?todayshdlines=&pagewanted=print>
- Gonzalez, G. (2005) Acculturation and Identity: Intra-Ethnic Distinctions Among Mexican Americans. In Anderson, S.K. & Middleton, V.A. *Explorations in Privilege, Oppression, and Diversity*. Canada Thomson: Brooks/Cole.
- Gosselin, P. (2004, December 30). How just a handful of setbacks sent the Ryans tumbling out of prosperity, *Los Angeles Times*, pp. 1-12.
- Green, S., Davis, C., Karshmer, E., Marsh, P., & Straight, B. (2005, May). Living Stigma: The Impact of Labeling, Stereotyping, Separation, Status Loss, and Discrimination in the Lives of Individuals with Disabilities and Their Families. *Sociological Inquiry*, 75(2), 197-215.
- Gross, J. (1999, January). As ethnic pride rises, rhinoplasty takes a nose dive. The New York Times. <http://www.nytimes.com>.
- Hate and Hypocrisy. (2002). Southern Poverty Law Center. Retrieved January 24, 2009, from Southern Poverty Law Center Web site: <http://www.splcenter.org/intel/intelreport/article.jsp?aid=73>
- Healy, P. (2008, Spring). For democrats, questions over race and elect ability: Assessing Strength of contenders in swing states. *The New York Times*, pp. A1, A20.
- Herf, J. (2007). Comparative perspectives on anti-Semitism, radical anti-Semitism in the Holocaust and American white racism, *Journal of Genocide Research*, 9(4), pp. 575-600.
- Hetzer, H.A. (2005). White out: Privilege and its problems. In S.K. Anderson & V.A. Middleton (Ed.), *Explorations in Privilege, Oppression, and Diversity* (pp. 3-16). Canada: Thomson Brooks/Cole.
- Hooks, b. (1995). *Killing rage: Ending racism*. NY: Henry Holt & Company, pp.263-272.
- Hughes, J. (2008, July 6th). Playgrounds that welcome wheelchairs, *New York Times*, pp. 1-3.
- Jensen, R. (1998, July 19). White privilege shapes the U.S. Baltimore Times. Retrieved November 23, 1999 from <http://uts.cc.utexas.edu/~rjensen/freelance/whiteprivilege.htm>.
- Jensen, R. (1999, July). *More thoughts on why system of white privilege is wrong*. Baltimore Times. Retrieved from <http://uts.cc.utexas.edu/~rjensen/freelance/whitefolo.htm>.
- Johnson, A.G. (2001). *Privilege, power and difference*. Boston, MA: McGraw-Hill.
- Krugman, P. (2002, November, 22). The sons also rise. New York Times. Retrieved November, 22, 2002 from <http://www.nytimes.com/2002/11/22/opinion/22KRUG.html?todayshdlines=&pagewanted=print>
- Jones, D. (2003, February 11). *Few women hold top executive jobs*. AZCentral.com.

- Retrieved February 11, 2003 from
 wysiwyg://34/http://arizonarepublic.pir...xpire=&urIID=5372934&fb=Y&partnered=944.
- Karim, J. (2006, August). To Be Black, Female, And Muslim: A Candid Conversation about Race in the American Ummah. *Journal of Muslim Minority Affairs*, 26(2), 225-233.
- King, R., Weiner, M. F. (2007). Group position, collective threat, and American anti-Semitism. *Social Problems*, 54 (1), pp. 47-77.
- Kirchner, C., Gerber, E. G., Smith, B.C. (2008). Designed to deter: Community barriers to physical activity for people with visual or motor impairments. *American Journal of Preventive Medicine*, 34(4), pp.349-352.
- Kivel, Paul (1996). *In Uprooting racism: How white people can work for racial justice*. Philadelphia: New Society Publishers.
- Krentzman, A.M., Townsend, A.L. (2008). Review of multidisciplinary measures of cultural competence for use in social work education. In *Journal of Social Work Education* 44.2 (pp.7-31). Council on Social Work Education, Inc.
- Krugman, P. (2002, November 22). *The Sons Also Rise*. New York Times. Retrieved November 22, 2002 from
<http://www.nytimes.com/2002/11/22/opinion/22KRUG.html?todayshadlines=&pagewanted=...>
- Langston, D. (1992). Tired of the monopoly? In M.L. Andersen & P. Hill Collins (Eds.) *Race, Class, and Gender: An Anthology*. Belmont, CA: Wadsworth.
- Lieberman, L. (1997). Gender and the deconstruction of the race concept. *American Anthropologist*, 99(3), 545-558.
- Liptak, A. (2003, January 8). *Death penalty found more likely when victim is white*. New York Times.
 Retrieved January 8, 2003 from
<http://www.nytimes.com/2003/01/08/national/08national/08DEAT.html?todayshadlines=&pagewanted=...>
- Leung, P., Erich, A., & Kanenberg, H. (2005) A comparison of family functioning in gay/lesbian, heterosexual and special needs adoptions. *Children and Youth Services Review*, 27, 1031-1044.
- McDermott, M., Samson, F. (2005). *White racial and ethnic identity in the United States*. *Annu. Rev. Sociol*, 31, pp.245-61.
- McIntosh, P. (1988). *White male privilege and male privilege: A personal account of coming to see correspondences through work in Women's Studies*. This essay is excerpted from Working Paper 189. Paper presented Virginia Women's Studies Association Conference, Richmond, VA, April, 1986.
- McPhail, B. (2008). Re-gendering the social work curriculum: New realities and complexities. In *Journal of Social Work Education* 44.2 (pp.33-49). Council on Social Work Education, Inc.
- Mohideen, H., & Mohideen, S. (2008, January). The Language of Islamophobia in Internet Articles. *Intellectual Discourse*, 16(1), 73-87.
- Mullaly, B. (2007). *The New Structural Social Work*. (3rd Edition) Ontario, Canada, Oxford University Press.
- Nagourney, A. (2008, Spring). For democrats, questions over race and Obama struggling to add support of key blocks. *The New York Times*, pp. A1, A20.
- NASW Code of Ethics. (August 14, 2005). Retrieved from
<http://www.socialworkers.org/pubs/code/code.asp>.
- Nagourney, A. (2008, Spring). For democrats, questions over race and elect ability: Obama struggling to add support of key blocs. *The New York Times*, pp. A1, A20.

- Orlin, M. (1995). The Americans with Disabilities Act: Implications for Social Services. *Social Work*, 40(2), pp.233-239.
- Osborn, C. (2009, February). Lawsuit: black family berated, rejected by hotel. *Austin American Statesmen*, pp. B1, B3.
- Pargament, K., Trevino, K., Mahoney, A., & Silberman, I. (2007, June). They Killed Our Lord: The Perception of Jews as Desecrators of Christianity as a Predictor of Anti-Semitism. *Journal for the Scientific Study of Religion*, 46(2), 143-158.
- Pharr, S. (1988). *Homophobia, a weapon of sexism*. Inverness, CA: Chardon Press.
- Pizzigati, S. (2005, December). Must Wealth Always Concentrate? Just taxing high incomes hasn't brought us lasting equality. We may have to cap them. *Good Society Journal*, 14(3), 63-67
- Poynting, S., Mason, V. (2006). "Tolerance, freedom, justice and peace"? Britain, Australia and anti-Muslim racism since 11 September 2001, *Journal of Intercultural Studies*, 27 (4), pp.365-391.
- Race and class matter at an elite college. (2008). Retrieved September 12, 2008, from Inside Higher Ed. Web site: <http://www.insidehighered.com/news/2008/09/12/aries>.
- Remafedi, G., French, S., Story, M., Resnick, M.D., Blum, R. (1998). The relationship between suicide risk and sexual orientation: Results of a population-based study. *American Journal of Public Health*, 88 (1), 57-60.
- Root, M. (2000). How we divide the world. *Philosophy of Science*. 67, pp.S628-S639.
- Rothenberg, P.S. (2004) *Race, Class, and Gender in the United States: An Integrated Study*. (Sixth Edition) New York: Worth Publishers
- Solis, S. (2006). I'm "coming out" as disabled, but I'm "staying in" to rest: Reflecting on elected and imposed segregation, *Equity & Excellence*, 39, pp. 146-153.
- Shanker, T. (2008, June 23) Don't ask, don't tell hits women much more, *New York Times*, pp.1-2.
- Smedley, A., Smedley, B. (2005). Race as biology is fiction, racism as a social problem is real, *American Psychologist*, 60, 1, 16-26.
- Stolberg, S.G. (2002, March 21). *Minorities get inferior care, even insured study finds*. *New York Times*. Retrieved March 21, 2002 from <http://www.nytimes.com/2.../21RACE.html?todayshadlines=&pagewanted=print&position=to>
- Szymanski, D.M. (2005). Heterosexism and sexism as correlates of psychological distress in lesbians. *Journal of Counseling & Development*, 83(3), 355-360.
- Szymanski, D.M., & Kashubeck-West, S. (2008). Mediator of the relationship between internalized oppressions and lesbian and bisexual women's psychological distress. *The Counseling Psychologist*, 36(4), 575-594.
- The Institute of Islamic Information and Education (III&E). *The Question of Hijab: Suppression or Liberation?* Reproduced in electronic from Islamic Academy for Scientific Research
- Turner, J.H., Singleton, R., Jr., & Musick, D. (2000). The nature of oppression. In A. Aguirre, Jr. & D.V. Baker. *Structured inequality in the United States*. NJ: Prentice Hall, pp. 22-27.
- U.S. Department of Justice (2007). *FBI releases 2006 hate crimes statistics*. Washington, D.C. Retrieved from: <http://www.fbi.gov/ucr/ucr.htm>.
- Waller, M. (2001). Resilience in Ecosystemic Context: Evolution of the Concept. *American Journal of Orthopsychiatry*, 71 (3), 290-297.
- Williams, W. (2000). Benefits for Nonhomophobic societies: An Anthropological Perspective. In Zinn, M.B., Hondagneu-Sotelo, P., & Messner, M.A. (Eds.) *Gender Through the Prism of Difference* (2nd Ed.). Boston: Allyn and Bacon.
- Willis, D. (2004). Hate crimes against gay males: An overview. *Issues in Mental Health*

- Nursing*, 25, pp.115-132.
- Yip, K. (2004, July). The Empowerment Model: A Critical Reflection of Empowerment in Chinese Culture. *Social Work*, 49(3), 479-487.
- Zhao, Y. (2004, November 7). Beyond sweetie, *New York Times*, pp. 1-6.