

**ENVISIONING A BETTER FUTURE:
ADVANCED TOPICS IN SOCIAL AND ECONOMIC JUSTICE
SW 360K/SW 393U-24
THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

UNIQUE NUMBER: 360K 61355; 393U 61725	INSTRUCTOR: ROSALIE AMBROSINO, PHD
SEMESTER: FALL 2017	OFFICE LOCATION: 3.104A
MEETING TIME: THURS 11:30 A.M.-2:30 P.M.	OFFICE HOURS: WED & THURS 3-5 P.M. AND BY APPOINTMENT
CLASSROOM: SSW 1.212	PHONE: 210-241-0391
	EMAIL: rosalie.ambrosino@gmail.com

I. STANDARDIZED COURSE DESCRIPTION

This course will focus on contemporary understandings of social and economic justice and analyze a wide variety of policy options designed to promote human well-being across the life course. Specific attention will be paid to the ways in which racism, sexism, heterosexism, poverty and economic inequality hinder the well-being of families and communities and frustrate American ideals of democracy and opportunity. Critical self-reflection about one's own intersecting cultural identities and how they impact working with clients/client systems and addressing social and economic injustices will also be emphasized.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Understand and analyze various definitions and understandings of social and economic justice;
2. Understand various historical trends in social welfare and causes of contemporary social and economic problems;
3. Identify and systematically analyze issues related to race, gender, ethnicity, social class, sexual orientation, and other dimensions which are associated with privilege, discrimination, domination, and oppression;
4. Intelligently discuss the limits of research methods upon which social and economic policy is often based;
5. Understand comparative and international perspectives on the promotion of social and economic justice;
6. Understand normative ideals associated with compelling political and ideological stances towards social and economic policies and programs;
7. Understand a broad array of policies, both real and figurative, designed to promote human well-being in general and with regards to specific population groups;
8. Analyze alternative models, strategies, tactics, and modes of social and political action directed towards the promotion of these goals; and
9. Engage in critical self-reflection, incorporating an integrated understanding of one's own personal and cultural values and beliefs and social positionality and how these might impact one's practice with clients/client systems and efforts to reduce social and economic injustices.

III. TEACHING METHODS

This course is designed to provide the student with a meaningful educational environment that will facilitate learning about social and economic justice. The class will be conducted using a transformative learning approach, an approach that focuses on valuing new meaning and understanding through critical self-reflection of the assumptions that form the basis of our values and beliefs (Mezirow, 1991). Teaching methods include group discussion, small group critique and feedback, audiovisual presentations, case study analyses, readings, experiential exercises, speakers, informal lecture, and community-based activities. Student participation is essential to ensure that reflective dialogue takes place. Students are expected to be open to learning and actively engaged in class discussion and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course.

IV. READINGS

Required Texts and Readings

Links to all required readings other than the books below are on the UT Canvas course website. Students are required to read any three of the books below:

- Coates, Ta-Nehisi (2015). *Between the world and me*. New York: Spiegel and Grau.
- Edin, K. & Shaeffer, H.L. (2015). *\$2.00 a day: Living on almost nothing in America*. Boston: Houghton Mifflin Harcourt.
- Hill, M. (2016). *Nobody: Casualties of America's war on the vulnerable, from Ferguson to Flint and beyond*. New York: Atria.
- Stevenson, B. (2014). *Just mercy: A story of justice and redemption*. New York: Spiegel and Grau.
- Wright, C. (2012). *The rent collector*. Salt Lake City, UT: Shadow Mountain.

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements (further guidance for class participation and assignments is included in the syllabus appendix):

Student Participation - Attendance and active participation are critical to the teaching and learning in this class. Students are expected to be in class, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them; and “being present” and involved in experiential activities and discussions - 10% of final grade

Policy Reflection – Students will complete a policy reflection comparing the perspectives of the Republican and Democratic parties on a social justice issue. Policy reflections should incorporate discussion on the impact of the policy(ies) on one or more vulnerable populations and implications for social and economic justice. (See appendix for further details.) – 10% of final grade

Multimedia Analysis of Social Justice Issue– Students will work in teams of 4-5 to develop a 30-minute multimedia analysis of a social justice issue (i.e., immigration, health care, poverty and economic inequity, reproductive rights, disparities in the criminal justice system, oppression against persons who are LGBTQ). Teams are expected to use critical thinking, reflection, and creativity to prepare a multimedia presentation that incorporates music, art, poetry and other literature excerpts, film, and/or news clips to visually convey

the injustices and their impact that are the result of the identified issue. After the presentation, team members should be prepared to facilitate a class discussion of the topic and identified issues. Topics and teams will be finalized during the second week of class. Presentations will be given throughout the semester with the date depending on the topic assigned. (See appendix for further details.) - 20% of final grade

Book Analysis and Social Justice Reflection Paper – During the semester students will be required to read at least three books (see choices under IV. Readings) with various perspectives on social and economic justice. While content from books and readings will be incorporated into other assignments as well as class discussions, toward the end of the semester you are asked to submit an analysis that demonstrates your understanding of the books you selected and how they contributed to shaping your perspectives on social and economic justice. (See appendix for further details.) – 15% of final grade

Social Change Project – Students will become actively engaged in a social justice/social change effort of their choice. This can be a project they undertake on their own or with other students, or active participation in an already-existing change effort. They must submit a social change plan to the instructor delineating their proposed project and how they plan to implement it. Students will document their efforts and complete a portfolio at the end of the semester reflecting on their experiences and the results of their efforts in relation to social and economic justice. (See appendix for further details.) – 30% of final grade

50-Year Policy Briefing – Students will work in teams of 4-5 to complete this assignment. You are to assume that you find yourselves living fifty years in the future. You discover that the U.S. is very different in 2067 than it was in 2017. All U.S. citizens enjoy access to health care, paid maternity/paternity leave, free higher education and vocational training, a right to employment and decent housing, and sufficient retirement income. There has been a significant decline in racism, sexism and other forms of oppression, and the U.S. has moved to a more collective society. Your task in this briefing is to describe how and why these changes occurred, how they are funded and implemented, and the ways in which society has changed because these changes have taken place, with an emphasis on issues related to social and economic justice. You will prepare a 15 minute briefing to be given during the last class. (See appendix for further details.) – 15% of final grade

To receive a passing grade, ALL assignments need to be completed and expectations for class participation met.

<u>Summary of Assignments</u>	<u>Date Due</u>	<u>% of Grade</u>
Policy Reflection	September 28 at 11:59 p.m.	10
Multimedia Analysis of Social Justice Issue (Group project)	Depends on topic chosen	20
Book Analysis and Reflection	November 16 at 11:59 p.m.	15
50 Year Briefing (Group project)	December 7 at 11:30 a.m.	15
Social Change Project	Project plan September 14 at 11:59 p.m. Portfolio December 8 at 11:59 p.m.	30
Class Participation	December 7 at 2:30 p.m.	10

VI. GRADING

Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. Please note that you will not earn credit for MSW courses if your final grade falls below a 'C'. MSW students must earn a 'C' or above for credit to be given for the course.

GRADING SCALE

94.0 and Above	A
A 90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

A = Superior work: The assignment significantly exceeds expectations listed in the syllabus. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., writing coherent, ideas synthesized, discussion well developed).

B = Good Work: The assignment meets all the requirements and demonstrates evidence of in-depth critical thinking and analysis.

C = Average Work: The assignment meets the requirements or has minor gaps but lacks evidence of in-depth critical thinking and analysis. If you are an MSW student, a C- (73 points or lower) is noted as a course failure and will require re-taking the course.

D = Poor/Failing Work: The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.

VII. CLASS POLICIES

Instructor Contact: If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please call or text me at 210-241-0391 (cell) or come to my office hours. You can also send an email to me at rosalie.ambrosino@gmail.com. I check my e-mail and phone messages regularly and will respond as quickly as possible.

Attendance: This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing two or more one classes without a valid excuse, e.g., medical documentation) will receive one or more course grades lower than their final grade when points are totaled.

Submission of Papers and Late Assignments: Assignments must be submitted electronically on Canvas by 11:59 p.m. the day that an assignment is due. All assignments must be turned in on the due date. Late assignments will result in a deduction of **5%** for each day it is late. Changes in work schedules, personal celebrations, transportation problems, computer/ printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.

APA & References: The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment.

Course Feedback: Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

Course Modifications: Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in her/his absence; all changes will be published on Canvas.

VIII. UNIVERSITY 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 and Civility in the Classroom: The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others.

Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Unanticipated Distress: Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Policy on Social Media and Professional Communication: Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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://deanofstudents.utexas.edu/sjs/>.

Use of Course Materials: The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

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, examination, work assignment, or 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.

Title IX Reporting: In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

Campus Carry Policy: The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

Classroom Confidentiality: Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 for keeping the university informed about a change of 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 between 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](tel: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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Date	Topic/Content and Class Activities	Readings/Assignments Due
Class 1 August 31	<ul style="list-style-type: none"> • Introduction and course overview • Establishment of guidelines for class discussion • Discussion of options for social justice topics and team presentations 	<ul style="list-style-type: none"> • Syllabus
Class 2 September 7	<ul style="list-style-type: none"> • Social and economic justice: Definitions and concepts • Experiential focus: How life experiences shape perspectives on social and economic justice • Finalization of options for social justice topics and team presentations • Panel discussion on Coates book 	Coates, <i>Between the World and Me</i> (if selected by student) On Canvas: <ul style="list-style-type: none"> • West, Courage • Van Soest, Human rights and social and economic justice • Loeb, Making our lives count
Class 3 September 14	<ul style="list-style-type: none"> • Global perspectives on social and economic justice • Panel discussion on Wright book 	<ul style="list-style-type: none"> • Wright, <i>The Rent Collector</i> (if selected by student) On Canvas <ul style="list-style-type: none"> • Ginden, Social justice and globalization: Are they compatible? • Lagon, Promoting human rights: Is U.S. consistency desirable or possible? • Social justice project plan due at 11:59 p.m.
Class 4 September 21	<ul style="list-style-type: none"> • Lab – Work with teams on multimedia presentations 	On Canvas <ul style="list-style-type: none"> • Smith, Prologue: The challenge from within • Oliver & Shapiro, Race, wealth and equality Readings and other materials relating to team presentation
Class 5 September 28	<ul style="list-style-type: none"> • Classism • Poverty and income inequality • Panel discussion on Edin and Shaefer book 	Edin & Shaefer, <i>\$2.00 a Day: Living on Almost Nothing in America</i> (if selected by student) On Canvas <ul style="list-style-type: none"> • Oliver & Shapiro, Race, wealth and equality • Leondar-Wright, “Classism from our mouths” and “Tips from Working- Class Activists” Policy reflection due at 11:59 p.m.
Class 6 October 5	<ul style="list-style-type: none"> • Race and racism • Panel discussion on Hill book 	<ul style="list-style-type: none"> • Hill, <i>Nobody</i> (if selected by student) On Canvas: <ul style="list-style-type: none"> • Tatum, “Can we talk?” • Anzaldua, La conciencia de la mestiza, Towards a new consciousness • Smith, The personal is political
Class 7 October 12	<ul style="list-style-type: none"> • Lab – Work on individual social justice projects 	

Class 8 October 19	<ul style="list-style-type: none"> Inequities in our criminal justice system Panel discussion on Stevenson book 	<ul style="list-style-type: none"> Stevenson, <i>Just Mercy</i> (if selected by student) <p>On Canvas</p> <ul style="list-style-type: none"> Alexander, <i>The new Jim Crow</i> (excerpt)
Class 9 October 26	<ul style="list-style-type: none"> Gender and gender inequities 	<p>On Canvas</p> <ul style="list-style-type: none"> hooks, <i>Feminism: A movement to end sexist oppression</i> Secombe, <i>Conclusions: Lessons learned and visions of change – The gendered nature of welfare and welfare reform</i> Katz, <i>Violence against women is a men’s issue</i> Martinez, <i>Unite and rebel! Challenges and strategies in building alliances</i>
Class 10 November 2	<ul style="list-style-type: none"> Inequities experienced by persons who are LGBTQ 	<p>On Canvas</p> <ul style="list-style-type: none"> Carbado, <i>Privilege</i> Blow, <i>Real men and pink suits</i> Evans & Washington, <i>Becoming an ally: A new examination</i> Clinton, <i>United Nations address on LGBT rights</i> The facts: <i>Bathroom safety, nondiscrimination laws, and bathroom ban laws</i>
Class 11 November 9	<ul style="list-style-type: none"> Immigration 	<p>On Canvas</p> <ul style="list-style-type: none"> Nazario, <i>Immigrant nation</i> Bikmen, <i>Still a nation of immigrants? Effects of constructions of national history of attitudes towards immigrants</i> Galston, Cox, Navarro-Rivera, Donne & Gaston, <i>What Americans want from immigration reform in 2014</i> Hendricks, <i>Living in a car culture without a license</i> Negy, <i>The importance of considering undocumented immigration from multiple perspectives in the context of social justice</i>
Class 12 November 16	<ul style="list-style-type: none"> Voices of promoters of social and economic justice – guest panel 	<p>On Canvas</p> <ul style="list-style-type: none"> Smith, <i>Prologue, Ch. 21, Reclaiming the dream... Ch. 22, Politics: A grass roots response...</i> Engler & Engler, <i>Introduction, Chapter 6, The act of disruption; Chapter 10, The ecology of change</i> <p>Book analysis due at 11:59 p.m.</p>

November 23	<ul style="list-style-type: none"> • THANKSGIVING BREAK 	
Class 13 November 30	<ul style="list-style-type: none"> • Strategies to promote social and economic justice • Last half of class - Lab to work on socially just future presentations 	On Canvas <ul style="list-style-type: none"> • Deluca, Clampet-Lundquist & Edin Ch. 7, If it can cause some kind of change: Policies to support identity projects and reduce educational and neighborhood inequality • Loeb, Ch. 3, One step at a time; Ch. 8, Village politics; Ch. 10, Pieces of a vision; Postscript: The ten suggestions Preparation for 50 year briefing presentations
Class 14 December 7	<ul style="list-style-type: none"> • Group presentations on “50 years later: A socially just future” • Celebration and closure 	Social change project portfolio due December 8 at 11:59 p.m.

X. SUGGESTED SOURCES

- Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters, M. & Zuniga, X. (Eds.) (2013). *Readings for diversity and social justice* (3rd ed.). NY: Routledge.
- Aldarando, M. (2001). Racial and ethnic identity models and their applications: Counseling biracial individuals. *Journal of Mental Health Counseling*, 23(3), p. 238-245. Alexandria, VA: American Mental Health Counselors' Association.
- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. NY: New Press.
- Alice, T. (Ed.). (2005). *Culture of transnational adoption*. Durham, NC: Duke University Press.
- Ambrosino, R.A., Ambrosino, R. J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8th ed.). Boston, MA: Cengage Learning.
- Anderssen, N., Amlie, C., & Ytteroy, E.A. (2005). Outcomes for children with lesbian or gay parents: A review of studies from 1978 to 2000. *Scandinavian Journal of Psychology*, 43, 335-351.
- Anderson, J. & Carter, R.W. (Eds.) (2003). *Diversity perspectives for social work practice*. Boston: Allyn & Bacon.
- Anzaldua, G. (2013). Towards a new consciousness. In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga, (Eds.) *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 92-96.
- Appleby, G.A., Colon, E., & Hamilton, J. (2011). *Diversity, oppression and social functioning: Person-in-environment assessment and intervention* (3rd ed.). Boston: Allyn & Bacon.
- Arber, S. (2003) Gender, marital status and ageing: Linking material, health and social resources. *Journal of Aging Studies*, 18(1), 91-108.
- Aronson-Fontes, L. (2003). *Child abuse and culture: Working with diverse families*. NY: Guilford Press.
- Atwood, N. C. (2001). Gender bias in families and its clinical implications for women. *Social Work*, 46(1), 23-38.
- Babcock, L. & Laschever, S. (2003). *Women don't ask: Negotiation and the gender divide*. Princeton, NJ: Princeton University Press.
- Barak, G., Leighton, P., & Flavin, J. (2006). *Class, race, gender and crime: The social realities of justice in America*. Lanham, MD: Bowman and Littlefield Publishers.
- Bell, L. A. (2013). Theoretical foundations. In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga (Eds.). *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 21-26.

- Berardo, K., Deardoff, D., & Trompenaars, F. (2013). *Building cultural competence: Innovative activities and models*. Sterling, VA: Stylus.
- Bermudez, E. (2009, June 21). From homeless to Harvard: Graduate sets sight on success. *Seattle Times*. Retrieved from: http://seattletimes.nwsourc.com/html/education/2009364589_harvard21.html.
- Biggerstaff, M.A., McHarth, P. & Nichols-Casebolt, A. (2002). Living on the edge: Examination of people attending food pantries and soup kitchens. *Social Work* 47(3), 267-277.
- Bikmen, N. (2015). Still a nation of immigrants? Effects of constructions of national history of attitudes towards immigrants. *Analysis of Social and Political History* 15(11), p. 282-302. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/asap.12080/full>.
- Blow, C. (2012). Real men and pink suits. *The New York Times* (November 2). Retrieved from: http://www.nytimes.com/2012/02/11/opinion/blow-real-men-and-pink-suits.html?_r=0.
- Bracken, K. & Olsen, E. (2010, April 30). Bent, not broken. *New York Times*. Retrieved from: <http://www.nytimes.com/2010/05/02/nyregion/02back.html?emc=eta1>.
- Bronfenbrenner Life Course Center at Cornell University:
<http://www.human.cornell.edu/che/BLCC/index.cfm>
- Brown, C.S. & Bigler, R.S. (2005). Children's perceptions of discrimination: A developmental model. *Child Development*, 76(3), 533-553.
- Branch, C.W. (2001). The many faces of self: Ego and ethnic identities. *Journal of Genetic Psychology*, 162(4), 412.
- Bui, H. N. (2003). Help-seeking behavior among abused immigrant women: A case of Vietnamese American women. *Violence Against Women*, 9(2), 207-237.
- Burt, J.A., & Mutchler, J. E. (2003). English language skills, ethnic concentration, and household composition: Older Mexican immigrants. *The Journals of Gerontology Series B*, 58, S83-S92.
- Carbado, D.W. (2005). Privilege. In E.P. Johnson & M.G. Henderson (eds). *Queer Black Studies: A Queer Anthology*. Durham, NC: Duke University Press. pp. 190-191 and 198-206. Retrieved from <http://www.chew-disco.com/post/91951198551/devon-w-carbados-essay-privilege-as-published>
- Carlton-LaNey, I. (Ed.) (2001). *African American leadership*. Washington, DC: NASW Press.
- Carter, C.S. (2002). Perinatal care for women who are addicted: Implications for empowerment. *Health and Social Work*, 3(27), 166-174.
- Center for Policy Alternatives (2007). *Hate crime prevention*. Washington, DC: Author. Available at www.stateaction.org/issues/issu.cfm/issue/HateCrimes.xml
- Clinton, H. (2011). *Speech on LGBT rights to the United Nations*. Retrieved from http://bilerico.lgbtqnation.com/2011/12/hillary_clintons_lgbt_rights_speech_to_the_un.pp
- Coalition for Asian American Children and Families. (2006). *Understanding the issues of abuse and neglect and Asian American families*. NY: Author.
- Collins, D., Jordan, C., & Coleman, H. (1999). Diverse family structures. In *An introduction to family social work*. Itasca, IL: F.E. Peacock Publishers, Inc., pp. 20-38.
- Congress, E. & Gonzales, M. (Eds.) (2005). *Multicultural perspectives in working with families*. NY: Springer.
- Conyers, J. (2007). The 2005 reauthorization of the violence against women act: Why Congress acted to expand protections to immigrant victims. *Violence Against Women*, 13(5), 457- 468.
- Coughlin, L., Wingard, E., & Hollihan, K. (Eds). (2005). *Enlightened power: How women are transforming the practice of leadership*. San Francisco: Jossey-Bass.
- Cummings, S. M. (2003). *Diversity and aging in the social environment*. NY: Springer.
- Davidds-Garrido, Y. (2002). *Empowering Latinas: Breaking boundaries, freeing lives*. Roseville, CA: Penmarin.
- Davila, M., McFall, S.L., & Cheng, D. (2009). Acculturation and depressive symptoms among pregnant and postpartum Latinas. *Maternal and Child Health Journal*, 13, 318-325.
- Davis, K. & Bent-Goodlely, T. (Eds.) (2005) *The color of social policy*. Washington, DC: CSWE Press.

- DeAnda, D. (2004). *Social work with multicultural youth*. Binghamton, NY: Haworth Press.
- Deepak, A.C. (2005). Parenting and the process of migration: Possibilities within South Asian families. *Child Welfare*, 84(5), 585-606.
- DeJong, G. & Madamba, A. (2001). A double disadvantage? Minority group, immigrant status, and underemployment in the United States. *Social Science Quarterly*, 82(1) 117-130.
- Deluca, S., Clampet-Lundquist, S. & Edin, K. (2016). *Coming of age in the other America*. NY: Russell Sage Foundation.
- DeParle, J. (2005). *American dream: Three women, ten kids, and a nation's drive to end welfare*. NY: Penguin Press.
- Devore, W. & Schlesinger, E.G. (1999). *Ethnic-sensitive social work practice*. (5th Ed.) Boston: Allyn & Bacon.
- Dhooper, S. & Moore, S. (2001). *Social work practice with culturally diverse people*. Thousand Oaks, CA: Sage.
- Diller, J.V. (2007). *Cultural diversity: A primer for the human services*. 3rd ed. Belmont, CA: Thomson Brooks/Cole.
- Dorow, S.K. (2006). *Transnational adoption: A cultural economy of race, gender, and kinship*. NY: NYU Press.
- Drachman, D. & Paulino, A. (Eds.) (2004). *Immigrants and social work: Thinking beyond the borders of the United States*. Binghamton, NY: Haworth.
- Dubow, E.F., Huesmann, L.R., & Boxer, P. (2009). A social-cognitive-ecological framework for understanding the impact of exposure to persistent ethnic-political violence on children's psychosocial adjustment. *Clinical Child and Family Psychology Review*, 12(2), 113-126.
- Eamon, M. K. (2001). The effects of poverty on children's socio-emotional development: An ecological systems analysis. *Social Work*, 46(3), 256-266.
- Ehrenreich, B. (2002). *Nickel and dimed: On (not) getting by in America*. New York: Owl Press.
- Ehrenrich, B., Abelda, R. & Withorn, A. (Eds.) (2002). *Lost ground: Welfare reform, poverty, and beyond*. Cambridge, MA: Southend Press.
- Engler, M. & Engler, P. (2016). *This is an uprising: How nonviolent revolt is shaping the twenty-first century*. New York: Nation Books.
- Erich, S., Leung, P., Kindle, P., & Carter, S. (2005). Gay and lesbian adoptive families: An exploratory study of family functioning, adoptive child's behavior, and familial support networks. *Journal of Family Social Work*, 9, 17-32.
- Equality Federation Institute, Freedom for All Americans, National Center for Transgender Equality, and Movement Advancement Project (MAP) (2016). *The facts: Bathroom safety, nondiscrimination laws, and bathroom laws*. Retrieved from <http://lgbtmap.org/policy-and-issue-analysis/bathroom-ban-laws>.
- Evans, N. J. & Washington, J. (2009). Becoming an ally: A new examination. In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga, (Eds.) *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 411-420.
- Everett, J., Chipungu, S. & Leashore, B. (Eds.) (2004). *Child welfare revisited: An Africentric perspective*. Piscataway, NJ: Rutgers University Press.
- Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. NY: Farrar, Straus and Giroux.
- Falicov, C. J. (2000). *Latino families in therapy: A guide to multicultural practice*. NY: Guilford Press.
- Finger, B. Hans, S.L., Bernstein, V.J., & Cox, S.M. (2009). Parent relationship quality and infant-mother attachment. *Attachment & Human Development*, 11(3), 285-306.
- Finn, J.L. & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education*, 39(1), 57-78.
- Finn, J.L. & Jacobson, M. (2003). *Just practice: A social justice approach to social work*. Peosta, IA: Eddie Bowers Publishing.
- Fixico, D. (2003). *The American Indian mind in a linear world*. Oxford, England: Routledge.

- Fong, R. (Ed.) (2004). *Culturally competent practice with immigrant and refugee children and families*. NY: Guilford Press.
- Fong, R. & Furuto, S. (Eds.) (2001). *Culturally competent practice: Skills, interventions, and evaluations*. Boston: Allyn & Bacon.
- Fontes, L.A. (2005). *Child abuse and culture: Working with diverse families*. NY: Guilford Press.
- Francis, R. (2003). *Behind the Equal Rights Amendment*. Washington, DC: National Council of Women's Organizations. See also www.equalrightsamendment.org
- Franklin, E. (2009). The emerging needs of veterans: A call to action for the social work profession. *Health & Social Work, 34*(3), 163-167.
- Freeman, E. (2004). *Re-conceptualizing the strengths and common heritage of Black families*. Springfield, ILL: Charles C. Thomas.
- Fulgini, A.J., Witkow, M., & Gardner, D.M. (2005). Ethnic identity and the academic adjustment of adolescents from Mexican, Chinese, and European backgrounds. *Developmental Psychology, 41*, 799-811.
- Galston, J., Cox, R., Navarro-Rivera, D., Donne, E.J., & Gaston, W. (2014). *What Americans want from immigration reform in 2014*. Washington, DC: Brookings Institution.
- Garcia, B. & Van Soest, D. (2006). Social and racial identity. In *Social work practice for social justice*. Washington, DC: CSWE.
- Garcia, B. & Van Soest, D. (2006). *Social work practice for social justice*. Washington, DC: CSWE.
- Garcia Coll, C., Lamberty, G., Jenkins, R., McAdoo, H.P. Crnis, K., Wasik, B.H. & Garcia, H.G. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development, 67*, 1891-1914.
- Gardiner, H. & Kosmitzki, C. (2011). *Lives across Cultures: Cross-cultural human development* (6th ed.). Boston: Allyn and Bacon, Pearson Education.
- Ginden, S. (2002). Social justice and globalization: Are they compatible? *Monthly Review 54* (02), retrieved from <http://monthlyreview.org/2002/06/01/social-justice-and-globalization-are-they-compatible/>.
- Gonzalez, M. & Gonzalez-Ramos, G. (2006). *Mental health care for new Hispanic immigrants: Innovative approaches in contemporary clinical practice*. Binghamton, NY: Haworth.
- Green, J. W. (1998). *Cultural awareness in the human services: A multi-ethnic approach*. Boston: Allyn and Bacon.
- Green, R. J. (2000). Lesbians, gay men, and their parents: A critique of Lasala and the prevailing clinical wisdom. *Family Process, 39*(2), 257-267.
- Guzman, S. (2002). *The Latina's Bible: The nueva Latina's guide to love, spirituality, family and la vida*. NY: Three Rivers Press.
- Harper-Dorton, K. V. & Lantz, J. (2007). *Cross-cultural practice: Social work with diverse populations*. Chicago: Lyceum.
- Hays, S. (2003). *Flat broke with children: Women in the age of welfare reform*. NY: Oxford University Press.
- Haynes, K. & Gardella, L. G. (2004). *A dream and a plan: A women's path to leadership in human services*. Washington, DC: NASW Press.
- Hendricks, S. (2014). *Living in a car culture without a license*. Washington, DC: American Immigration Council. Retrieved from <https://www.americanimmigrationcouncil.org/research/living-car-culture-without-license>.
- Heuberger, B. (2005). *Cultural diversity: Building skills for awareness, understanding and application*. 3rd ed. Dubuque, IA: Kendall Hunt.
- Hodge, D.R., Cardena, P., & Montoya, H. (2001). Substance use: Spirituality and religious participation as protective factors among rural youth. *Social Work Research, 25*(3), 153-161.
- Hofer, R. (2012). Advocacy practice for social justice (2nd ed.). (Chapter 2, Social justice and advocacy practice, pp. 25-41). Chicago: Lyceum.
- Holyfield, L. (2002). *Moving up and out: Poverty, education and the single parent family*. Philadelphia: Temple University Press.
- hooks, b. (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press.

- hooks, b. (2000). *Where we stand: Class matters*. NY: Routledge.
- hooks, b. (2013). Feminism: A movement to end sexist oppression. In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga, (Eds.) *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 340-342.
- Hunt, M. (2002). Religion, race/ethnicity, and beliefs about poverty. *Social Science Quarterly*, 83(3), 810-831.
- Hunter, S. (2005). *Midlife and older GLBT adults: Knowledge and affirmative practice for the social services*. Binghamton, NY: Haworth Press.
- Hunter, S. & Hickerson, J. (2003). *Affirmative practice: Understanding and working with lesbian, gay, bisexual, and transgender persons*. Washington, DC: NASW Press.
- Hunter, S., Sundel, S. & Sundel, M. (2002). *Women at midlife: Life experiences and implications for the helping professions*. Washington, DC: NASW Press.
- Iceland, J. (2006). *Poverty in America: A handbook*. Berkeley: University of California Press.
- Igelhart, A. & Becerra, R. (2000). *Social services and the ethnic community*. New York: Waveland Press.
- Interrace*. Bimonthly magazine. P.O. Box 15566, Beverly Hills, CA 90209.
- Jayakody, R. & Stauffer, D. (2000). Mental health problems among single mothers: Implications for welfare reform. *Journal of Social Issues*, 56, 617-634.
- Janssen, B.S. (2007). *The reluctant welfare state*. Belmont, CA: Wadsworth.
- Jensen, R. (2005). *The heart of whiteness: Confronting race, racism, and white privilege*. San Francisco: City Lights.
- Johnson, R.W. & Wiener, J.M. (2006). *A profile of frail older Americans and their caregivers*. Washington, DC: Urban Institute.
- Jordan, J. V. (2001). A relational-cultural model: Healing through mutual empathy. *Bulletin of the Menninger Clinic*, 65 (1), 92-103.
- Journal of Ethnic and Cultural Diversity in Social Work*. Binghamton, NY: Haworth Press.
- Journal of Gay and Lesbian Issues in Education*. Binghamton, NY: Haworth Press.
- Juarez-Marazzo, S. (2011). Social work practice with immigrants. In G.A. Appleby, E. Colon, E., & J. Hamilton (Eds.), *Diversity, oppression and social functioning: Person-in-environment assessment and intervention* (3rd ed.) (pp. 224-236). Boston: Allyn & Bacon.
- Katz, J. (2013). Violence against women is a men's issue. In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga, (Eds.) *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 342-346.
- Kisor, A.J., Kendal-Wilson, L. (2002). Older homeless women: Reframing the stereotype of the bag lady. *Affilia*, 17(3), 354-370.
- Kozol, J. (2012). *Fire in the ashes: Twenty-five years among the poorest children in America*. NY: Crown.
- Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. NY: Three Rivers Press.
- Kulis, S., Marsiglia, F. F., & Hurdle, D. (2003). Gender identity, ethnicity, acculturation and drug use: Exploring differences among adolescents in the Southwest. *Journal of Community Psychology*, 13(2), 167-188.
- Lagon, M. (2011). *Promoting human rights: Is U.S. consistency desirable or possible?* New York: Council on Foreign Relations. Retrieved from <http://www.cfr.org/human-rights/promoting-human-rights-us-consistency-desirable-possible/p26228>.
- Lahiri, I. & Jensen, K. (2002). *Uncovering classism: A checklist for organizations*. (The Gil Deane Group) Available at www.workforcedevelopmentgroup.com/
- Leiber, M. (2002). Disproportionate minority confinement of youth: An analysis of state and federal efforts to address the issue. *Crime & Delinquency*, 43, 3-41.
- Leondar-Wright, B. (2013). "Classism from our mouths" and "Tips from working class activists" in M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga, (Eds.) *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 216-220.
- Loeb, P. (2010). *Soul of a citizen: Living with conviction in challenging times*. NY: St. Martin's Griffin.

- Logan, S.L. (Ed). (2000). *Healthcare in the Black community: Empowerment, knowledge, skills, and collectivism*. Binghamton, NY: Haworth.
- Logan, S. L., Freeman, E. M. & McRoy, R. G. (1990). *Social work practice with Black families: A culturally specific perspective*. NY: Longman.
- Logan, S. (2005). *Social work practice with people of African descent*. Washington, DC: CSWE.
- Lum, D. (2007). *Culturally competent practice: A framework for understanding diverse groups and justice issues*. 3rd ed. Pacific Grove, CA: Brooks/Cole.
- Lum, D. (2003). *Social work practice and people of color: A process-stage approach*. (5th Ed.) Pacific Grove, CA: Brooks/Cole.
- Lynch, E., Hanson, M., Chan, S. & Chen, D. (2012). *Developing cross-cultural competency: A guide for working with children and families* (4th ed.) Baltimore, MD: Brookes Publishing.
- Lyon, E. (2002). *Welfare and domestic violence against women: Lessons from research*. Harrisburg, PA: National Research Center on Domestic Violence.
- McFaul, T.R. (2006). *The future of peace and justice in the global village: The role of the world religions in the twenty-first century*. Westport, CT: Praeger.
- McIntosh, P. (1988). *White privilege: Unpacking the invisible knapsack*. Wellesley, MA: Wellesley College Center for Research on Women.
- McLemore, S.D. & Romo, H.D. (2005). *Racial and ethnic relations in America* (6th ed.) Boston: Allyn & Bacon.
- McLoyd, V.C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53(2), 185-204.
- Mallon, G.P. (1998). *Foundations of social work practice with lesbian and gay persons*. Binghamton, NY: Haworth Press.
- Martin, E. & Martin, J. (2003). *Spirituality and the Black helping tradition in social work*. Washington, DC: NASW Press.
- Martin, J. & Hunter, S. (2005). *Lesbian, gay, bisexual, and transgender issues in social work*. Washington, DC: CSWE.
- Martinez, E. (2013). Unite and rebel! Challenges and strategies in building alliances. In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga, (Eds.) *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 638-641.
- Mattis, J.S., Murray, Y.F., Hatcher, C.A., Hearn, K.D., Lawhon, G.D., Murphy, E.J., & Washington, T.A. (2001). Religiosity, spirituality, and the subjective quality of African American men's friendships: An exploratory study. *Journal of Adult Development*, 8(4), 221-230.
- Mazawa, A. (2001). The Afrocentric paradigm. *Journal of Black Studies*, 31(4), 387-406.
- Michelson, M. (2001). The effect of national mood on Mexican American political opinion. *Hispanic Journal of Behavioral Sciences*, 23(1), 57-70.
- Mihesuah, DA. (2005). *So you want to write about American Indians? A guide for writers, students, and scholars*. Lincoln, NE: Bison Books.
- Mohr, R. (2005). *The long arc of justice: Lesbian and gay marriage, equality, and rights*. NY: Columbia University Press.
- Mor Barak, M.E. (2005). *Managing diversity: Toward a globally inclusive workplace*. Thousand Oaks, CA: Sage.
- Morikawa, S. (2001). The significance of Afrocentricity for Non-Africans. *Journal of Black Studies*, 31(4), 423-437.
- Murphy, B.C. & Dillon, C. (2008). *Interviewing in action in a multicultural world*. 3rd ed. Belmont, CA: Thomson Brooks/Cole.
- Nangeroni, N. (2006). Transgenderism: *Transgressing gender norms*. GenderTalk. Available at www.gendertalk.com.
- National Association of Social Workers (2001). *NASW standards for cultural competence in social work practice*. Washington, DC: Author.
- National Employment Lawyers Association (2006). *Why we still need affirmative action*. San Francisco: Author. Available at www.nela.org.

- Nazario, S. (2007, 2014). *Enrique's journey: The story of a boy's dangerous odyssey to reunite with his mother*. NY: Random House.
- Nelson, T.D. (Ed.) (2004). *Ageism: Stereotyping and prejudice against older persons*. Cambridge, MA: MIT Press.
- Nelson-Becker, H., Canda, E.R. (2008). Spirituality, religion, and aging research in social work: State of the art and future possibilities. *Journal of Religion, Spirituality & Aging*, 20(3), 177-193.
- Negy, C. (2012). The importance of considering undocumented immigration from multiple perspectives in the context of social justice. *Analyses of Social Issues and Public Policy* 12(1), DOI: 10.1111/j.1530-2415.2011.01268.x
- Novak, M. (2000). *Defining social justice*. First Things. Available: www.firstthings.com.
- Oliver, M. & Shapiro, T. (2013). In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga, (Eds.) *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 164-171.
- Padilla, Y. (2002). The social ecology of child development in the Mexican American Population: Current theoretical and empirical perspectives. In J.B. Torres & F.G. Rivera (Eds.), *Latino/Hispanic liaisons and visions for human behavior in the social environment* (pp. 9-29). New York, NY: The Haworth Press.
- Paniagua, A. (2001). *Diagnosis in a multicultural context: A casebook or mental health professionals*. Thousand Oaks, CA: Sage Publications.
- Paul, D.G. (2004). *Talkin' back: Raising and educating resilient Black girls*. Westport, CT: Praeger.
- Pinderhughes, E. (1989). *Understanding race, ethnicity, and power: The key to efficacy in clinical practice*. NY: Free Press.
- Pipher, M. (2005). *Reviving Ophelia: Saving the lives of adolescent girls*. NY: Penguin.
- Powell, J. (2008). *Post-racialism or targeted universalism?* *Denver Law Review*, pp. 785-806. Available at: <http://scholarship.law.berkeley.edu/facpubs/1633>.
- Raj, A., & Silverman, J. (2002). Violence against immigrant women: The roles of culture, context, and legal immigrant status on intimate partner violence. *Violence Against Women*, 8(3), 367-398.
- Rawal, P., Ramansky, J., Jenuwine, M., & Lyons, J. S. (2004). Racial differences in the mental health needs and services utilization of youth in the juvenile justice system. *The Journal of Behavioral Health Services & Research*, 31(3), 242-254.
- Rawls, J. (1971). *A theory of justice*. Cambridge, MA: Belknap Press of Harvard University Press.
- Reimer, M. S. (2002). Gender, risk, and resilience in the middle school context. *Children in Schools*, 24(1), 35-47.
- Riccucci, N.M. (2002). *Managing diversity in public sector workforces*. Boulder, CO: Westview Press.
- Richardson, J., Anderson, T., Flaherty, J., & Bell, C. (2003). The quality of mental health for African Americans. *Culture, Medicine, & Psychiatry*, 27, 487-498.
- Robbins, S.P., Chatterjee, P., & Canda, E.R. (2012). *Contemporary human behavior theory: A critical perspective for social work* (3rd ed). Boston, MA: Pearson Education.
- Rose, F. (2000). *Coalitions across the class divide*. Ithaca, NY: Cornell University Press.
- Rosen, A., & Zlotnik, J. (2001). Demographics and reality: The "disconnect" in social work education.. *Journal of Gerontological Social Work*, 36(3/4), 81-97.
- Rothman, J. (2008). *Cultural competence in process and practice: Building bridges*. Boston: Allyn & Bacon.
- Ruscio, A.M., Weathers, F.W., King, L.A., & King, D.W. (2002). Male war zone veterans' perceived relationships with their children: The importance of emotional numbing. *Journal of Traumatic Stress*, 15(5), 351-357.
- Saleeby, D. (2006). *The strengths perspective in social work practice* (4th ed.). Boston, MA: Pearson Education.
- Samantrai, K. (2003). *Culturally competent public child welfare practice*. Belmont, CA: Wadsworth.
- Schiele, J.H. (1996). Afrocentricity: An emerging paradigm in social work practice. *Social Work*, 41 (3), 284-294.

- Schwerdtfeger, K.L. & Shreffler, K.M. (2009). Trauma of pregnancy loss and infertility among mothers and involuntarily childless women in the United States. *Journal of Loss & Trauma, 14*(3), 211-227.
- Secombe, K. (2011). "So you think I drive a Cadillac?": Welfare recipients' perspectives on the system and its reform. Boston: Allyn & Bacon.
- See, L.A. (Lee). (1998). Human behavior theory and the African American experience. In L.A. See (Lee) (Ed.). *Human Behavior in the Social Environment from an African American Perspective* (pp. 7-29). Philadelphia, PA: Haworth Press.
- Shapiro, T.M. (2005). *The hidden costs of being African American: How wealth perpetuates inequality*. NY: Oxford Press.
- Sisneros, J., Stakeman, C., Joyner, M. & Schmitz, C. (2008). Creating your web: Positioning and shifting. In *Critical multicultural social work*. Chicago: Lyceum.
- Smetana, J.G., Campione-Barr, N., & Daddis, C. (2004). Longitudinal development of family decision making: Defining healthy behavioral autonomy for middle class African American adolescents. *Child Development, 75*, 1418-1434.
- Smith, H. *Who stole the American dream?* (Prologue: The challenge from within, vi-xxviii; Chapter 21, Reclaiming the dream: A domestic Marshall Plan: A ten-step strategy (pp. 379-409); Chapter 22, Politics: A grassroots response: Reviving the moderate center and middle-class power. (pp. 410-426). NY: Random House.
- Smith, L. & Montilla, R. E. (2006). *Counseling and family therapy with Latino populations: Strategies that work*. NY: Routledge.
- Smith, R. (2013). The personal is political. In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga, (Eds.) *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 135-139.
- Social Justice Research*. NY: Springer (journal).
- Sotomayor, M. (1991). *Empowering Hispanic families*. Milwaukee, WI: Family Service America.
- Stein, M. (2006). Young people aging out of care: The poverty of theory. *Children and Youth Services Review, 28*, 422-434.
- Sternbach, Jack. (2000). Lessons learned about working with men: A prison memoir. *Social Work, 45*(5), 413-426.
- Stevenson, B. (2014). *Just mercy: A story of justice and redemption*. NY: Spiegel and Grau.
- Suh, D. W. & Suh, D. (2012). *Counseling the culturally diverse: Theory and practice* (6th ed.). Hoboken, NJ: Wiley.
- Susser, I. & Patterson, T. (2001). *Cultural diversity in the United States: A critical reader*. Boston: Blackwell.
- Tanner, E. M., & Finn-Stevenson, M. (2002). Nutrition and brain development: Social policy implications. *American Journal of Orthopsychiatry, 72*, 182-193.
- Tatum, B.D. (2013). "Can we talk?" In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga, (Eds.) *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 65-68.
- Tatum, B.D. (2003). *Why are all the Black kids sitting together in the cafeteria?: A psychologist explores the development of racial identity*. NY: Basic Books.
- Tickamyer, A. R., Henderson, D. A., White, J. A., & Tadlock, B. L. (2000). Voices of welfare reform: Bureaucratic rationality versus the perceptions of welfare participants. *Affilia: Journal of Women and Social Work, 15*(2), 173-192.
- Torres, J.B. & Rivera, F.G. (2002). *Latino/Hispanic liaisons and visions for human behavior in the social environment*. Binghamton, NY: Haworth.
- U.S. Equal Employment Opportunity Commission. (2006). *Sexual harassment*. Washington, DC: Author. See also www.eeoc.gov.
- Van Soest, D. (2011). Human rights and social and economic justice. In D. Lum (Ed.). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (4th ed). Belmont, CA: Cengage, pp. 83-120.
- Van Worker, K. (Ed.) (2004). *Confronting oppression, restoring justice*. Washington, DC: CSWE.

- Walker, L. (2000). *The battered women syndrome*. 2nd ed. NY: Springer.
- Walker, S., Spohn, C. & DeLone, M. (2006). *The color of justice: Race, ethnicity, and crime in America*. Belmont, CA: Wadsworth.
- West, C. (2013). *Courage*. In M. Adams, W. Blumenfeld, C. Castaneda, H. Hackman, M. Peters, & X. Zuniga (Eds.). *Readings for diversity and social justice* (3rd ed.). NY: Routledge, pp. 625-627.
- Wing, Sue D. & McGoldrick, M. (2006). *Multicultural social work practice*. Hoboken, NJ: Wiley.
- Worthington, R. L., Savoy, H. B., Dillon, F. R., & Vernaglia, E. R. (2002). Heterosexual identity development: A multidimensional model of individual and social identity. *The Counseling Psychologist*, 30, 496-531.
- Yeung, W.J., Linver, M.R., Brooks-Gunn, J. (2002). How money matters for young children's development: Parental investment and family processes. *Child Development*, 73(6), 1861-1879.
- Zucchino, D. (1997) *Myth of the welfare queen*. NY: Schribner.

Web Sites

- <https://www.socialworkers.org> - NASW is committed to social justice for all. Discrimination and prejudice directed against any group are damaging to the social, emotional, and economic well-being of the affected group and of society as a whole. NASW has a strong affirmative action program that applies to national and chapter leadership and staff.
- <http://www.amnestyusa.org> - Amnesty International provides information on refugees and migrants, racial profiling, the death penalty, and other global human rights issues.
- <https://www.aclu.org> - The American Civil Liberties Union website includes information on civil rights issues, such as racial profiling, LGBTQ issues, and reproductive rights.
- <http://nccc.georgetown.edu/> - The National Center for Cultural Competence (NCCC) focuses on increasing the capacity of health and mental health programs to design, implement, and evaluate culturally and linguistically competent service delivery systems.
- <https://implicit.harvard.edu/implicit/demo/> Psychologists understand that people may not say what's on their minds either because they are *unwilling* or because they are *unable* to do so. The unwilling-unable distinction is like the difference between purposely hiding something from others and unconsciously hiding something from yourself. This web site presents a method that demonstrates the conscious-unconscious divergences much more convincingly than has been possible with previous methods. This new method is called the Implicit Association Test or IAT for short. The IAT makes it possible to penetrate both of these types of hiding and measure *implicit* attitudes and beliefs that people are either unwilling or unable to report.
- <http://www.adl.org/> The immediate object of the Anti-Defamation League is to stop, by appeals to reason and conscience and, if necessary, by appeals to law, the defamation of the Jewish people. Its ultimate purpose is to secure justice and fair treatment to all citizens alike and to put an end forever to unjust and unfair discrimination against and ridicule of any sect or body of citizens."
- <http://www.diversityhotwire.com> Diversity Central stresses that the American workplace has changed significantly from what it was in the 1970s. The American workforce will become more diverse yet. The most successful American managers in the public and private sectors will be those who acknowledge this diversity and are committed to helping their organizations build an inclusive environment.
- <http://www.UNESCO.org> Cultural Diversity has been at the core of UNESCO's concerns since the organization came into being more than 50 years ago. The adoption of the UNESCO Universal Declaration on Cultural Diversity (2 November 2002) confirmed yet again the organization's commitment to promoting the "fruitful diversity of ... cultures" for a more open and creative world in the new 21st century context.
- <http://www.socialworkdegree.net/social-justice-organizations/> Includes over 100 websites and links to social justice organizations and information.

APPENDIX

ASSIGNMENT GUIDELINES

I. Policy Reflection

Choose a topic of interest to you that has been discussed at the national or state level from a policy perspective (i.e., something relating to health care, economic and tax restructuring, foreign policy, higher education, child care, gun control, reproductive rights, immigration). Review Democratic and Republican perspectives on this issue and approaches shared to address it. You can draw from state and national party websites (they have broad philosophical statements and specific positions on various topics) and/or media clips and printed sources that include statements on the issue from party representatives (i.e., head of the party at the national or state level, elected official in a key spokesperson role for the party or on the topic, elected official interviewed about her/his perspective on the topic).

Analyze the significant policy proposals from both parties on this topic. Your reflection should include the following:

- 1) A brief framing of the issue you are addressing and its importance.
- 2) A summary of each party's spokespersons' political and other experience in relation to the issue and proposed solutions to address it.
- 3) Importance – why are the proposed policy options from each party important/significant?
- 4) Costs/benefits – describe the potential benefits and costs/limits of the policy options/legislation proposed by each party. Focus on specific populations if this is relevant.
- 5) Implications from a social and economic justice perspective – do the proposed policy options from each party advance social and economic justice? For whom and in what ways?
- 6) Social work values – using the values and ethics that guide the social work profession, conclude your reflection with a brief argument as to why social workers should either support or oppose the proposed policy changes in question.
- 7) Conclude with a brief summary of the positions taken by each party, connecting your findings to social and economic justice.

You don't need to present this information in the order presented. Feel free to incorporate any other relevant information you think would be important for individuals to know in considering each party's proposed solution(s) to the problem being discussed. Note that you don't have to "take a side"/agree with one position of the other – you may incorporate information supporting a different perspective if you wish.

Limit your reflection to three-five pages. Be sure that you incorporate information from both parties. Reflections should be double-spaced and use 12-point font. Reflections are due **September 28 at 11:59 p.m. and count 10% toward your final grade. (They should be submitted in a word document under the heading for this assignment on Canvas).**

II. Multimedia Analysis of Social Justice Issue

You will work in assigned teams of 4-5 to develop a multimedia analysis of a social justice issue (i.e., immigration, health care, poverty and economic inequity, reproductive rights, disparities in the criminal justice system, oppression against persons who are LGBTQ). Teams are expected to use critical thinking, reflection, and creativity to prepare a multimedia presentation that incorporates music (i.e., historical or current relevant pieces that help set the tone for the perspectives you are trying to convey), art, poetry and other literature excerpts, film, and/or news clips to visually convey the injustices and their impact that are the result of the identified issue. (Music, art and poetry do not necessarily need to be specifically about the topic you have chosen, but they should help set the tone/shape the messages you want to convey.)

The presentation should also include some demographic and other information about the issue and its impact, as well as what has been done to address the issue, why it is still an injustice (i.e., values perspectives, lack of political will, lack of awareness, perceived lack of resources) and what is suggested to address the issue.

The intent of this presentation should be to inform viewers about the issue you are addressing and its significance with factual information/knowledge, but also to convey to them the emotionality/human focus on the issue.

Presentations should be approximately 30 minutes in length and can incorporate interpretations and discussion by team members. After the presentation, team members should be prepared to facilitate a class discussion of the topic and identified issues. Team members will also work with the instructor to plan additional content related to the topic during that class period. Topics and teams will be finalized during the second week of class. Presentations will be given throughout the semester with the date depending on the topic assigned.

Following the presentation, each group will submit a list of sources used for the presentation in APA format (one for the group). Each individual group member will also submit feedback (form posted on Canvas) regarding her/his contributions and the contributions of other team members in completing this assignment. Note that while typically all members will receive the same grade, individual grades can be adjusted up or down depending on group responses to how each person contributed. **This presentation counts 20% toward your final grade.**

III. Social Justice Book Analysis and Reflection Paper

During the semester you will be required to read three books with various perspectives on social and economic justice. There will be two parts to this assignment. First, you will serve as a panel member and be part of a 15-20 minute panel discussion on one of the books you have chosen. Panelists will summarize the major points of the book and share their perspectives with their colleagues in the course who are reading different books. (See syllabus class schedule regarding discussion dates.)

While content from books and other readings will be incorporated into other assignments as well as class discussions, toward the end of the semester you will submit an analysis that demonstrates your understanding of the three books you have read and how they have contributed to shaping your perspectives on social and economic justice.

- Identify at least three themes that are of importance to you that fit with the books and course content. Each theme should be addressed in at least two of the books read. Discuss each theme, showing how each book contributed to your understanding of that theme. Point out agreements as well as disagreements between the authors, as well as your own thoughts in comparison to what they said.
- Provide a summary/conclusion indicating how these books contributed to your learning about social and economic justice, as well as the future work you hope to do as a social worker to reduce social and economic injustice.
- The focus of this analysis should be on your own critical thinking (synthesis, integration, critique) and self-reflection (personal and emotional impact, awareness, transformation, things you might do differently from here on), rather than a summary of each author's points of view).
- Your analysis should be 5-8 pages in length and must incorporate all three books you read for the course. You can incorporate other class readings if you wish. **This assignment is due at 11:59 p.m. on November 16 and counts 15% toward your final grade**

IV. 50-Year Policy Briefing

Students will work in assigned teams of 4-5 to complete this assignment. Like modern-day Rip Van Winkles, you and other members of your team awaken one day to find yourselves inexplicably living fifty years in the future. Given your interest in social and economic justice, you soon discover that the U.S. and policy landscape of 2067 is much different from what you remember. You are amazed to discover that all U.S. citizens enjoy access to health care, paid maternity/paternity leave, free higher education tuition and vocational training, a right to employment that

pays a living wage and decent affordable housing, and sufficient retirement income. Immigration issues have also been addressed, with sound immigration policies in place and immigrants successfully integrated into U.S. society. Racism, sexism, and other forms of oppression have decreased significantly, and the U.S. has become more of a collective society. Unfortunately, after learning about all of the positive changes that have taken place, you all are told that you must return to 2017. Although you are sure you may not be believed (!), you want to share your findings with individuals interested in social change when you return.

- Your task in this briefing is to describe what you have learned about how and why these changes came to pass, the basic mechanisms of funding and program implementation, and the ways in which society had changed because of the policies in place in 2067, with an emphasis on issues related to social and economic justice. A number of readings included this semester will help shape your thinking, but feel free to be creative and incorporate your own perspectives.
- Each team will prepare a 15 minute briefing to be given to your colleagues during the last class. Be creative in how you present your information!
- Following the presentation, each team will submit a list of sources used for the presentation in APA format (one per group). Each member will also submit feedback (form posted on Canvas) regarding her/his contributions and the contributions of other team members in completing this assignment. Note that while typically all members will receive the same grade, individual grades can be adjusted up or down depending on group responses to how each person contributed. **This presentation will be given on December 7 and will count 15% toward your final grade.**

V. Social Justice Change Project

You are to become actively engaged in a social justice/social change effort of your choice this semester. This can be a project you can undertake on their own or with other students, or through active participation in an already-existing change effort.

The purpose of this assignment is to get you out of the classroom and into the community, to learn about a social justice issue and how it is being addressed, and to learn how to be an advocate for social change. You have a lot of leeway in what you do to complete your project – it needs to be relevant to your learning, to stretch your comfort zone (not something you have already done), and to contribute in some way to reducing social and/or economic injustice. It can be within the School of Social Work, UT, your neighborhood, your community, or beyond. It should not be something you have done/are doing for another class, though it can build on that effort after discussing it with the instructor to ensure that duplication is avoided.

- You will complete a proposal for your action project and submit it to the instructor for approval. During the semester, you will keep a log of time spent on the project and a journal documenting your effort and reflecting on the project and what you are learning about social and economic justice. (Although each project will vary regarding time spent on it, you should spend a minimum of 20 hours of time overall on this project.) You will also gather relevant documentation to demonstrate your participation in this project and your learning (photos, video clips, materials from events attended, etc.). At the end of the semester, you are to submit a portfolio about your project including this information and a brief self reflection paper discussing what you did, what you learned, and how your efforts contributed to social and economic justice.

You must submit a social change plan (see form on Canvas) delineating your proposed project and how you plan to implement it no later than September 14.

Your portfolio is due no later than Friday, December 8 at 11:59 p.m. and counts 30% toward your final grade.