

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

Course Number: 381 S

Unique Number: 61435

Semester: Fall, 2017

Meeting Time: Fridays 8:30 a.m.-11:30 a.m.

Classroom: SSW 2.118

Instructor's Name: Michele A. Rountree, Ph.D.

Office Number: SSW 3.122 E

Office Phone Number: 512-471-7160

email: mroundree@mail.utexas.edu

Office Hours: Mondays 10:00-11:00 a.m., 12:30

a.m. – 1:30 a.m.; Wednesdays 10:00-11:00 a.m.;

Fridays 8:00 a.m. – 8:30 a.m., 11:30 a.m. -12:30

p.m. or by appointment

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

STANDARIZED COURSE DESCRIPTION

This course is based on 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.

STANDARDIZED COURSE OBJECTIVES

Upon completion of this course students will be able to:

- 1.) Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, 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 who gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as 1.) creating a safe learning

environment that 2.) allows for the sharing of ideas, in-depth critical analysis and integration of the material.

REQUIRED TEXTS AND ASSIGNED READINGS

Required Text:

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (2013). (3rd Ed.). *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.

Texts can be purchased at University Co-op, 2246 Guadalupe, 512-476-7211, website:

<http://www.universitycoop.com>.

Required Readings:

The readings are posted on Canvas according to week. The instructor reserves the right to provide and/or assign additional reading to supplement the texts and reader.

COURSE POLICIES

1. Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are to be consistent social work values.
2. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
4. Punctuality and timeliness are important for social work practitioners. Class attendance is expected. **Missing more than two classes will result in loss of a letter grade. It is your responsibility to sign the weekly attendance sheet. Students can check the number of their absences listed on Canvas. If the information is inaccurate it is the responsibility of the student to notify the instructor before final grades are posted.** The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.
5. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.
6. Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will not be accepted.
7. The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

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 New link: <https://cmhc.utexas.edu/>

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 New link: <http://diversity.utexas.edu/disability/>

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.

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 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.

ELECTRONICS IN CLASS. Turn off and put away your cell phones and laptops before class begins.

COURSE REQUIREMENTS

Active Learning Contract: Cooperative, Active, Student-Directed Learning (12 points)

The M.S.S.W. 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. *Turn in your active learning contract points including a 2 sentence explanation as to why you have earned those points on 12/8.* Students will be required to attend one out-of-class event (e.g., visit the LBJ library on campus, relevant event offered on campus or the community) and verbally share with the class the events significance to diversity and social justice. A social justice assessment will be administered at the end of the semester to ascertain the student comprehension and integration of the material. The performance on assessment will be integrated into the active learning grade.

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.
- √ 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 five page essay that answers the following questions:

<https://www.youtube.com/watch?v=c2tOp7OxyQ8>

We need to talk about an injustice | Bryan Stevenson 23 Minutes

1. Watch the presentation “*We need to talk about an injustice*” by Bryan Stevenson. If you were to share with someone what this presentation has to do with the field of social work what would you say? Was there anything you learned that contributes to your professional development as a social worker?
2. What life and work experiences have informed your decision to become a social worker/social activist?
3. What are your professional goals?
4. What adjustments will you have to make to meet the challenges of the graduate program?
5. What resources (e.g., personal strengths, family/friend support, community support) will you draw upon to facilitate your success in the class and program?
6. What particular issue would you like to see change in your lifetime? Explain.
7. How will you change the world?

Criteria of Evaluation:

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

Due: 9/8

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: 9/8, 9/15, 9/29, 10/6, 10/13, 10/27, 11/3, 11/10, 12/8

Position Papers (9 points- 1 point for each reflection piece)

The readings cover many controversial social issues related to diversity, power and oppression 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 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.

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 scholarship, personal and professional experience.
- Cite the American Psychological Association, 6th Edition, list following APA format (see Publication Manual of the American Psychological Association).
- Include a reference page of all cited literature.
- 1 page, typewritten, double-spaced, with 1 inch margins.
- Headings for each section should appear left aligned as shown below: Last Name, First Name/Date/Position Paper # (1-9)

Criteria for Evaluation:

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

Due: 9/8, 9/15, 9/29, 10/6, 10/13, 10/27, 11/3, 11/10, 12/8

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) that have influenced your worldview. 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 5 images (e.g., pictures, drawings, words or phrases) that describe how you think others view these social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) and/or 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: 9/22

Group Assignment: Critical Analysis and Strategic Action Paper (30 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.
- Give you an opportunity to work within a group.

At a minimum, excluding the title and reference pages the length of the paper should be no less than fifteen pages and no more than twenty pages. On 10/13, the groups are required to pass in to the instructor a one paragraph summary describing the topic of the paper. An interview of either someone impacted by this issue, member of a coalition or a professional intricately involved with the issue needs to

be conducted and the results of the interview integrated into both the paper and presentation.

Your paper should include the following sections;

- a. Abstract: Overview of what the reader can expect to be covered in the paper.
- 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. At a minimum, you must search the Social Science Abstracts and cite at least 10 scholarly articles on the topic. Discuss theory or theories that assist in the understanding of the social justice issue.
- 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 a 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 on a micro, mezzo and macro level (praxis).
- 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: 12/8

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 and scholarly literature, 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 along with proper citations of the scholarly literature.
- Back: an annotated bibliography of the 10 most useful 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 theorists are the most salient.

√ 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: 11/17, 12/1

GRADING:

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

GRADING SCALE

| | |
|----------------|----|
| 94.0 and Above | 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 |

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.

| | | | |
|-----------------------|--|---|---|
| <p>Week 1 9/1</p> | <ul style="list-style-type: none"> • Introductions • Overview: Course Themes • In-Class Exercises • Course Requirements | <p>Canvas: Syllabus NASW Code of Ethics Lum Chapter 12 Asian Americans Wells (August 4, 2016), B4 Martin (August 11, 2016), A12 Dagher (August 8 ,2016), C6</p> | |
| <p>Week 2 9/8</p> | <ul style="list-style-type: none"> • Labeling • Cycle of Socialization • Common Ground • In-Class Group Exercises • Power, Privilege & Oppression: Conceptual Frameworks and • Theoretical Perspectives • In-Group Exercise | <p>Text: Adams et al. (2013) , 3rd edition pp. 1-21 Friere (1970), Chapter 1 Lum Chapter 9 Native Americans</p> <p>Canvas: Appelbaum (2015) , E1/E6 Anderson (2011), pp.250-268 Beck (2015), D2 Chang (2017), B1, B3</p> | <p>Personal Statement Reflection on Readings Position Paper</p> |
| | | <p>DeParle (2012), A5 Friere (1990), 3-9. Fuller, Feur & Kovaleski (2017), A1, A15 Galambos (2008), pp. 1-5 Jensen (1998), 1-3. Jensen (1998-followup), 1-3. Hall (2017), B6 Haurwitz (2017) , A1, A6 Kang & Ranklin (2017), A1, A5 McIntosh (1988), 94-105. Nakamura (2017), A1, A15. Nichols (2017), A1, A6 Pershing (2010), A12 Staff & Wire Reports (2017), B1, B4 Wilson (2017), B6 Yaccino (2012), A7</p> | |

| | | | |
|------------------------|---|--|--|
| <p>Week 3 9/15</p> | <p>Cultural Norms, <ul style="list-style-type: none"> • Values & Role Expectations related to Identity and Oppression • Cross-Cultural Empathy • In-Group Exercise </p> | <p>Texts: Adams et. al (2013), 3rd ed., pp. 21-56 Friere (1970) , Chapter 2 Lum Chapter 10 African Americans</p> <p>Canvas: Anderson (2010), Kayling Lo Associated Press (2002), pp.1-2. Buchholz (2013) , D1, D4, D5 Delgado-Romero (2003), pp.119-125. Drew (2017), A15. Grossman (2010), A8 Hafner (2012), A7 Haurwitz (2017), B1. Jankowski & Findell (2017), B1, B5. Kang & Sewell (2017) , A1, A5 Krentzman (2008), pp. 7-31. Locklear (2012), pp. 152-159 Loftus (20170, A4 McWhirter 7 Levitz (2017), A4 Paquette (2017), E1, E4</p> | <p>Reflection on Readings Position Paper</p> |
|------------------------|---|--|--|

| | | | |
|------------------------|---|---|---|
| | | <p>Schwartz (2017), A1, A6 Teunis (2007) , pp.263-275 Waller (2001), 290-297 U.S. Watch (2017), A2</p> | |
| <p>Week 4 9/22</p> | <ul style="list-style-type: none"> • Multiple Social Identities • Presentation: Culture Boxes | | <p>Culture Box Bring a List of 5 Topics of Interest for Final Project</p> |

| | | | |
|------------------------|--|--|---|
| | | | |
| <p>Week 5 9/29</p> | <p>● Resilience Theory ● Specific Identity Constructs and Populations at Risk: Race and Racism</p> | <p>Text: Adams (2013), (3rd Edition), pp. 65-139 Friere (1970), Chapter 3 Lum Chapter 11 Latinos</p> <p>Canvas: Baldus (2008), p.555 Bronson (2009), pp.1-9. Chang (2017), A1, A7 D'Angelo (2009) Durkin Richer (2017) , A2 Katz (2017), A13 Findell (2017) , A1 Frosch & Weaver (2017), A1, A10 Goldstein (2017) , B1 Haurwitz (2017) , B1, B5 Hall (2017), B6 Healy 92017), A23 Jankowski (2017), B1, B4 Jankowski & Findell (2017), B1, B5 Kesling & Belkin (2017), A6 LeBlanc (2017), A9 Lindell (2017) , A1, A6. Lyman (2017) A13 Merchant (2017), B1, B3 Miller (2008) Robles (2017), A12 Root (2000), 628-639 Sainz (2013), A15 Silver (20170, B1, B5 Stewart (2012), pp. 11-27. Tavernise (2013), A2 Wan & Kaplan (2017), E1, E4 Wermund (2013), A1,A9 Zetzer (2005), pp.3-16</p> | <p>Reflections on Readings Position Paper</p> |

| | | | |
|----------------|--|-------|----------------------------|
| Week 6 10/6 | | Text: | Reflections on Readings |
|----------------|--|-------|----------------------------|

| | | | |
|-------------------------|--|--|---|
| | <p>Constructs and Populations-at-Risk : Gender and Sexism</p> | <p>Edition), pp. 317-371 Friere (1970), Chapter 4</p> <p>Canvas: Angier (2005), pp.1-5. Batrawy (2012), A4 Blood et al. (1983) , pp. 181-187. Ferguson (2010), pp. A1, A6 Hawkins (2017), A12 Ingraham (2017), A6 Norland (2010), A6, A13. Sengupta (2017), A8 Szymanski (2005) , pp. 355-360. Yeginsu & Rao (2017), A4</p> | |
| <p>Week 7 10/13</p> | <ul style="list-style-type: none"> Specific Identity Constructs and Populations-at-Risk : Sexual Orientation, Heterosexism, Homophobia & Transgender Oppression | <p>Text: Adams (2013), (3rd Edition) pp. 373-459</p> <p>Canvas: Agren (2010), A1 Associated Press (May 26 , 2013), C10 Bearak,(2010), A4 Buffie (2011), pp. 986-990 Gartrell (2005), pp. 518-524. Gillert (2017), B1, B6 Goodstein (1/10/2013), A4 Haurwitz (2017), A1, A10 Johnson (2017) , A5 Lemire (2017), A6 Lindell (August 2 , 2017), A8 Lindell (August1, 2017), A1, A6 Lai & Bodeen (2017) , A4 McGaughy (February 6, 2016), Nichos & Stokols (2017), A1 Nir (2012), A20 Oppenheimer (2010) , A14 Silverman & Laris (2017), A5 Willis (2004), pp.115-132.</p> | <p>Reflection on Readings Position Paper (1) Paragraph Description of Proposed Topic for the Critical Analysis paper</p> |

| | | | |
|-----------------|---|---|--|
| 10/20 | Group Work Day: No Class | Rising (2017), 11A | |
| Week 9 10/27 | <ul style="list-style-type: none"> Specific Identity Constructs and Populations-at-Risk : Ableism & Ageism | Text Adams et. al (2013) , 3rd edition, pp. 461-534, 535-588 Canvas: Associated Press (2013 February 23), B1,B9 Bennett (2004) Hinrichsen (2010), 735-743 Huang (2012), pp. 1-8. Hughes (2008), pp. 1-3. Jordan (2010), A3 Kirchner (2008), pp 349-352. Lindell (2012) , B1, B4 May (2005) Nelson (2005), pp. 207-218. Schuldberg (2005), pp. 441-455. Solis (2006), pp.146-153. Stobbe (2013), pp. A5 | Reflection on Readings Position Paper |
| Week 80 11/3 | <ul style="list-style-type: none"> Specific Identity Constructs and Populations-at-Risk : Religion | Text: Adams et. al (2013) , 3rd edition, pp. 229-315 Canvas: Herf (2007), pp. 575-600. Hijab Brochure Hui (2013),A2 Kaplan (2017), A14 McGuirk (2017) , A11 Olson (2017), A2 Schlosser (2003), 44-51 | Reflection on Readings Position Paper |

| | | | |
|--------------------------|--|---|--|
| <p>Week 11 11/10</p> | <ul style="list-style-type: none"> • Specific Identity Constructs and Populations-at-Risk : Class, Classism | <p>Text: Adams (2013), 3rd edition, pp.141-228</p> <p>Canvas: Alter (2005) Cerojana (2013), D7 Daley (2013), A12 D’Innocenzio (2015), A15</p> | <p>Reflection on Readings Position Paper</p> |
|--------------------------|--|---|--|

| | | | |
|----------------------|---|---|--|
| | | <p>Gettleman & Kumar (2017), A4 Gosselin (2004), pp. 1-12 Grant (2017), F5 Harrison (2017), A3 Ingold (2017), A1, A16 Krugman, (2002), pp.1-2.</p> <p>Lazo (2017), A3 Lee & Jun (2017), A7 Leubsdorf (2017), A2 Nassauer (January 21, 2016), B1 Noon & Thompston (April 1, 2016), A2 Pear & Kaplan (2017), A5, Tan, C. (2010) A8 Tompar (2017), F5 Yip (2013), F7</p> | |
| <p>Week 12 11/17</p> | <ul style="list-style-type: none"> • Critical Analysis and Strategic Action Poster Presentations | | |
| <p>Week 13 11/24</p> | <p>HOLIDAY</p> | <p>ENJOY!</p> | |

| | | | |
|--------------|--|---|---|
| Week 14 12/1 | <ul style="list-style-type: none"> • Critical Analysis and Strategic Action Poster Presentations | | |
| Week 14 12/8 | <p>Resistance to</p> <ul style="list-style-type: none"> • Oppression Student • Reflections | <p>Text: Adams et al. (2013), (3rd Edition), 589-645</p> <p>Canvas: Broido & Reason (2005), 17-28. Evans (2005), pp.43-54. hooks (1995), pp. 263-272. Kivel (1996), pp. 224-227. Langston (1992), pp. 110-121.</p> | <p>Reflections on Readings Position Paper Critical Analysis & Strategic Action Paper</p> <p><i>Turn in your active learning contract points with a 2 sentence explanation as to why you have earned ^{those} points.</i></p> |
| | | <p>Pittelman (2005) Reason, Scales, Millar (2005), pp. 55-66. Smith & Redington (2010). pp. 541-549. Williams (2000) , pp. 509-517.</p> <p>Social Justice Movements: Racism Ableism Heterosexism Sexism</p> | |

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.
- Agren, D. (2010, August 11). Court says all Mexican states must honor gay marriages. *New York Times*, A5.
- Alderman, L. (April 21, 2013). Greek schoolchildren fighting hunger, *Austin American-Statesman*, p. A18.
- Alexander, K. (2013, March 11). Minority leaders wary of career-tech proposal, *Austin American-Statesman*, A1, A4.
- Alter, J. (2005, September 19). The other America: An enduring shame. *Newsweek*, 43-48.
- Anderson, E. (2011). Updating the outcome: Gay athletes, straight teams, and coming out in educationally based sports teams. *Gender & Society*, 25, 250-268. doi: 10.1177/0891243210396872
- Andersen, Margaret, L. & Collins, P.H. (2003). *Race, Class, and Gender: An Anthology*. Belmont, CA: Wadsworth Publishing.
- Anderson, S. K., & Middleton, V. A. (2010). *Explorations in diversity: Examining privilege and oppression in a multicultural society* (2nd ed.): Brooks/Cole-Cengage Learning.
- Angier, N., Chang, K. (2005, January 24). Gray matter and sexes: A gray area scientifically. *New York Times*, pp.1-5.
- Antilla, S. (April 7, 2013). Women still face Wall Street bias, *Austin American-Statesman*, p. F2.
- Appelbaum, B. (2015, July 26). Dallas moves subsidy families into expensive neighborhoods. *Austin American-Statesman*, E1/E6.
- Associated Press (2002, October 3). Minority children's injuries prompt more suspicion, study finds. *New York Times*. Retrieved from <http://www.nytimes.com/2002/10/03/us/02ABUS.html?todaysh headlines=&pagewanted=print&position=to>
- Associated Press, (2013, February 23). More older workers start to own businesses, *Austin American-Statesman*, B1, B9.
- Associated Press. (May 26, 2013). Saying he's not afraid, gay player rejoins MLS, *Austin American-Statesman*, p. C10.
- Associated Press. (2015, July 14). Committee backs end to gay-leader ban. *The Wall Street Journal*, A5.
- Associated Press. (August 15, 2017.) Black Woman Leads Cadets for First-time. *The Wall Street Journal*.
- Associated Press. (August 13, 2017.) Crash suspect's ex-teacher says he idolized Hitler, Nazism. *Austin-American Statesman*. Retrieved from: <http://www.statesman.com/news/crash-suspect-teacher-says-idolized-hitler-nazism/Z47TUcFkkhXP8XC8MpmhXK/>
- Austin American-Statesman*. (May 12, 2013) Mariela Castro leads gay rights march, p. A14.
- Babar, Z. (2013, March 11). Christian protesters march after Muslims burn homes, *Austin American-Statesman*, A7.
- Baldor, L.C. and Werner, E. (2011, July 23). Obama signature ends 'don't ask, don't tell'. *Austin American-Statesman*, pp.A2.
- Baldor, L. C. (January 25, 2013). Ability, not gender, to decide combat roles, *Austin American-Statesman*, A2.
- Baldus, D.C., Brain, J., Weiner, N.A. & Woodworth, G. (2008). Evidence of racial discrimination in the use of the death penalty: A story from southwest Arkansas (1990-2005) with special reference to the case of death row inmate Frank Williams, Jr. Retrieved 25 August, 2013 from <http://heinonline.org>
- Ball, A. (2013). Texas abortion bill follows national trend. *Austin American-Statesman*, A1/A10.

- Barr, M. (2010, October 9). Bullied students' suicides spark lawsuits in Ohio. *Austin American-Statesman*, A3.
- Bartraw, A. (2012, June 9). Mob attacks women protesting sex assault, *Austin American-Statesman*, A4.
- Beach, P. (2010, August 15). Black in Austin: Students at UT record oral histories of about 100 local African Americans. *Austin American-Statesman*, A1, A6.
- Bearak, B. (2010, May 19). Gay couple, arrested after engagement ceremony, are convicted of indecency in Malawi. *The New York Times*, A4.
- Beck, M. (2015, August 4). Advocates speak on mental illness. *The Wall Street Journal*, D2.
- Belkin, D. (2015, May 22). Student debt: 2016 hot topic. *The Wall Street Journal*, A4.
- Bennett, L., & Coles, G. J. (January 21, 2004). The cost of marriage inequality to gay, lesbian, and bisexual seniors. Washington, DC: Human Rights Campaign Foundation.
- Bhattarai, G.R., Duffy, P.A., & Raymond, J. (2005). Use of food pantries and food stamps in low-income households in the United States. *The Journal of Consumer Affairs*, 39(2), 276-298.
- 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, 181-187.
- Broido, E.M. & Reason, R. D. (2005). The development of social justice attitudes and actions: An overview of current understanding. *New Directions for Student Services*, 110, 17-28.
- Bronson, P. and Merryman, A. (2009, September 5). See baby discriminate. *Newsweek*. Retrieved from <http://www.newsweek.com/2009/09/04/see-babydiscriminate.print.html>
- Buchholz, B. (April 14, 2013). 'A Beacon for Austin': Charles Akins stood tall for dignity and calm during the scary days of school desegregation, *Austin American-Statesman*, pp. D1, D4, D5.
- Buffie, W.C. (2011). Public health implications of same-sex marriage. *American Journal of Public Health*, 101(6). 986-990.
- Capuzzo, J. (2008, January 10). At Jewish cemetery, vandals strike on larger scale, *New York Times*, pp. 1-2.
- Caruso, D.B. (2015, August 10). Many U.S. businesses ignore wage mandates. *Austin American-Statesman*, A3.
- Cass, C. (2012, August 10). Higher taxes for health law are coming, but who pays? *Associated Press*, pp. A1, A8.
- Cerajano, T. (2013, January 2). From a Manila slum emerges a ballerina, *Austin American Statesman*, D7.
- Chang, J. (2015, July 26). Same-sex couples offered benefits. *Austin American-Statesman*, B6.
- Chang, J. (June 20, 2016.) Children worse off in Texas than most of US. *Austin American Statesman*.
- Charlton, A. (May 19, 2013). French president signs gay marriage bill into law, *Austin American-Statesman*, A6.
- Cloud, D.L. (2004). "To veil the threat of terror": Afghan women and the clash of civilizations in the imagery of the U.S. war on terrorism. *Quarterly Journal of Speech*, 90(3), 285-306.
- Daley, S. (April 21, 2013). Danes rethink generous welfare state, *Austin American-Statesman*, p. A12.
- D'Angelo, R., & Douglas, H. (2009). *Taking sides: Clashing views in race and ethnicity* (7th ed.): McGraw-Hill.
- Danielson, C., Klerman, J.A., Andrews, M. & Krimm, D. (2011). Asset and reporting policies in the Supplemental Nutrition Assistance Program. *Journal of Economic and Social Measurement*, 36(4), 289-320.

- 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.
- DeParle, J. (2012, December 23). Education no magic carpet for poorer kids. Austin American-Statesman, A5.
- Distelberg, B., McElroy, J.M. & Weir, G.R. (2009). Exploratory study of payday lending: A human ecology evaluation. *Journal of Personal Finance*, 8, 79-106.
- D’Innocenzio, A. (2015, May 24). For many, calling in sick is a luxury. Austin American-Statesman, A15.
- Distelberg, B., McElroy, J.M. & Weir, G.R. (2009). Exploratory study of payday lending: A human ecology evaluation. *Journal of Personal Finance*, 8, 79-106.
- Doolittle, T.T. (2015, July 26). Your skin color matters when dealing with police. Austin American-Statesman, E4.
- Douglas, J. (2015, May 26). Ireland to hasten same-sex marriage law. *The Wall Street Journal*, A9.
- Drew, J. (August 20, 2017.) Duke removes damaged Robert E. Lee statue. Retrieved from : <http://www.statesman.com/news/national/duke-university-removes-damaged-robert-lee-statue/7dp1AA9LHFHQsd97IEaucN/>
- Durkin Richter, A. (August 17, 2017.) Confederate leader’s descendants want monument pulled down. ABC News. Retrieved from: <http://abcnews.go.com/US/wireStory/stonewall-jackson-descendants-call-monuments-removal49271678>
- Eaton, T. (2013, July 26). Holder intends to fight Texas. Austin American-Statesman, A1/A6.
- Eaton, T. (2015, August 6). Court: Voter ID law discriminatory. Austin American-Statesman, A1/A6.
- Edelstein, S. (February 8, 2013). Child poverty rates are especially high in small cities. *The Atlantic*. Retrieved from <http://www.theatlanticcities.com/jobs-and-economy/2013/02/child-poverty-rates-are-especially-high-small-cities/4642/>
- 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.
- Ferguson, A. (2010, September 21). For Afghan families under pressure, some girls will be boys. Austin American-Statesman, A1, A6.
- 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.
- Frosch, D. Weaver, C. (July 8, 2017.) Federal Care fails Tribes. *The Wall Street Journal*.
- Galambos, C. (2008). A dialogue on social justice. *Journal of Social Work Education*, 44(2), 1-5. Council on Social Work Education, Inc.
- Gamboa, S. (2010, October 31). Study: Immigrants recover jobs faster than U.S.-born citizens but lose pay. Austin American-Statesman, A6.
- Gandara, R. (2013, June 18). 3 area churches cut ties to Boy Scouts. Austin American-Statesman, B1/B3.
- 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.
- Gettleman, J. Kumar, H. (August, 17, 2017.) The Night the Oxygen Ran Out in an Indian Hospital. Retrieved from: <https://www.nytimes.com/2017/08/17/world/asia/the-night-the-oxygen-ran-out-in-an-indian-hospital.html>
- Gilber, S. (August 13, 2017.) Bathroom Bill is personal for officer. Austin- American Statesman. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman-sunday/20170813/textview>

- Goldstein, T. (August 19, 2017.) More than 1,000 rally against white supremacists at Austin City Hall. Austin American Statesman. Retrieved from: <http://www.mystatesman.com/news/more-than-000-rally-against-white-supremacists-austin-city-hall/hfRYY1Q6j08gttsv7lZYVJ/>
- 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.
- Goodstein, L. (January 10 , 2013). Cathedral OKs gay nuptials, Austin American-Statesman, p. A4.
- Gosselin, P. (2004, December 30). How just a handful of setbacks sent the Ryans tumbling out of prosperity, Los Angeles Times, pp. 1-12.
- Grant, T. (August 19, 2017.) Trouble saving for an income shock? So do 96 percent of working Americans. Pittsburgh Post Gazette. Retrieved from: <http://www.startribune.com/trouble-saving-for-an-income-shock-so-do-96-percent-of-working-americans/440958163/>
- Greenfield (2011). International law, religious limitations, and cultural sensitivity: The Park51 mosque at ground zero. Emory International Law Review, 25.1317-1369.
- Gross, J. (2010, September). We need to fight age bias. AARP Bulletin, 3.
- Grossman, C.L. (2010, September 28). Americans have big picture on religion. USA Today, 8 A.
- Hafner, K. (2012, August 12). States' data surprising on who picks assisted suicide, why. New York Times, A4.
- Hanratty, M.J. (2006). Has the food stamp program become more accessible? Impacts of recent changes in reporting requirements and asset eligibility limits. Journal of Policy Analysis and Management, 25(3), 603-621. doi: 10.1002/pam.20193
- Haurwitz, R. (August 1, 2017.) UT: Admissions suit is 'retread' of Fisher case. Austin-American Statesman. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman/20170801/textview>
- Haurwitz, R. (August 7, 2017.) Bathroom Bill likely affects 2 year colleges. Austin- American Statesman. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman/20170807/281496456375295>
- Haurwitz, R. (August 16, 2017). Texas A&M could be on thin ice in cancelling white nationalist rally. Austin- American Statesman. Retrieved from: <http://www.mystatesman.com/news/state--regional-govt--politics/texas-could-thin-ice-cancelling-whitenationalist-rally/K5qCSZgFaAuR8pYJX0w87M/>
- Haurwitz, R. Silver, J. (August, 15, 2017.) White nationalist, supremacist rally at A&M canceled. Austin-American Statesman. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman/20170815/textview>
- Hawkins, D. (August, 17, 2017.) 10-year-old Indian rape victim gives birth after a court denies her request for an abortion. The Washington Post. Retrieved from: <https://www.washingtonpost.com/news/morning-mix/wp/2017/08/17/10-year-old-indian-rape-victim-gives-birth-after-a-court-denies-her-an-abortion/>
- Healy, (August, 20, 2017.) Stay, Hide or Leave? Hard choices for immigrants in the heartland. The New York Times. Retrieved from: <https://www.nytimes.com/2017/08/12/us/stay-hide-or-leave-hard-choices-for-immigrants-in-the-heartland.html> 1 /11
- 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.
- Hinrichsen, G. A., Kietzman, K. G., Alkema, G. E., Bragg, E. J., Hensel, B. K., Miles, T. P., . . . Zerzan, J. (2010).

- Influencing public policy to improve the lives of older Americans. *The Gerontologist*, 50(6), 735-743.
- Homan, M. S. (2004). *Promoting community change: Making it happen in the real world* (3rd ed.): Brooks/Cole-Thompson Learning.
- hooks, b. (1995). *Killing rage: Ending racism*. NY: Henry Holt & Company, pp.263-272.
- Howard, L.L. (2011). Does food insecurity at home affect non-cognitive performance at school? A longitudinal analysis of elementary student classroom behavior. *Economics of Education Review*, 30(1), 157-176.
- Huang, D.L., Rosenberg, D.E., Simonovich, S.D. & Belza, B. (2012). Food access patterns and barriers among midlife and older adults with mobility disabilities. *Journal of Aging Research*, 1-8.
- Hughes, J. (2008, July 6 th). Playgrounds that welcome wheelchairs, *New York Times*, pp. 1-3.
- Hui, S. (May 26, 2013). Anti-Muslim actions rise after killing, *Austin American-Statesman*, p. A2.
- Ingold, J. (July 9, 2017.) Meet the faces of Medicaid in Colorado, where one in five people receives government health benefits. *The Denver Post*. Retrieved from: <http://www.denverpost.com/2017/07/09/faces-of-medicaid-in-colorado/> 1/8
- Ingraham, C. (July 5, 2017.) White House gender pay gap more than triples under Trump. *The Washington Post*. Retrieved from: https://www.washingtonpost.com/news/wonk/wp/2017/07/05/white-house-gender-pay-gap-more-than-triples-under-trump/?utm_term=.ea85342dadb9
- Insight. (2010, Spring). *Lifting as We Climb: Women of Color, Wealth, and America's Future*, 1-28.
- Jankowski, P. (August 1, 2017.) Religious groups file court briefs opposing 'sanctuary cities' law. *Austin-American Statesman*. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman/20170801/281715499695731>
- Jankowski, P. Findell, E. (August 15, 2017.) Charlottesville attack fuels push to rename Austin's Robert E. Lee Road. *Austin-American Statesman*. Retrieved from: <http://www.mystatesman.com/news/charlottesville-attack-fuels-push-rename-austin-robert-leeroad/qdx6XDUcst4Li5Kx8a6ioM/>
- Jenson, R. (1998). *White privilege shapes the U.S. University of Texas, School of Journalism*.
- Jenson, R. (1999). *More thought on why system of white privilege is wrong*. University of Texas, School of Journalism.
- Johnson, A.G. (2001). *Privilege, power and difference*. Boston, MA: McGraw-Hill.
- Johnson, L. (August, 15, 2017.) Trump lashes out at Merck CEO for departing advisory council. *Austin-American Statesman*. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman/20170815/textview>
- Jordan, M. (2010, October 16). Latino aging stumps experts. *The Wall Street Journal*, A3.
- Kang, D. Rankin, S. (August, 15, 2017.) Mom called police over threatening acts by Virginia driver. *Austin-American Statesman*. Retrieved from: <http://www.statesman.com/news/mom-called-police-over-threatening-acts-virginia-driver/1GPB2cBui7jfbSWdG3ojaK/>
- Kaplan, T. (August, 17, 2017.) Call to Remove Confederate Statues From Capitol Divides Democrats. *The New York Times*. Retrieved from: <https://www.nytimes.com/2017/08/17/us/politics/pelosi-confederate-statues-capitol.html>
- Katz, J. (August, 17, 2017.) 4 Surrender in Toppling of Confederate Statue in North Carolina. Retrieved from: <https://www.nytimes.com/2017/08/17/us/durham-duke-robert-e-lee-statue.html>
- 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), 349-352.

- Kivel, P. (1996). In uprooting racism: How white people can work for racial justice. Philadelphia: New Society Publishers.
- Koblin, J. (2015, July 26). Sensitive balance a challenge for "I am Cait." Austin American-Statesman, D5.
- 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?todayshdlines>
- Lai, J. Bodeen, Ch. (May 24, 2017.) Taiwan recognizes same sex marriage. US News. Retrieved from : [//WWW.USNEWS.COM/NEWS/WORLD](http://WWW.USNEWS.COM/NEWS/WORLD).
- Langston, D. (1992). Tired of the monopoly? In M.L. Andersen & P. Hill Collins (Eds.) Race, Class, and Gender: An Anthology. Belmont, CA: Wadsworth.
- Lawrence, E.C. & Elliehausen, G. (2007). A comparative analysis of payday loan customers. Contemporary Economic Policy, 26(2), 299-316. doi:10.1111/j.1465-7287.2007.00068.x
- LeBlanc, P. (2013, July 14). Back on My Feet helps some of Austin's homeless residents find a new path. Austin American-Statesman, D1-D6.
- LeBlanc. (August 20, 2017) 'Free speech rally' cut short after massive counter protest. Austin- American Statesman. Retrieved from: <http://www.statesman.com/news/local/free-speech-rally-cut-short-after-massive-counterprotest/TpB9iye50xUcHHLxXgn4wL/>
- Lemire, J. (August 15, 2017.) Trump condemns "repugnant" hate groups in statement. Austin-American Statesman. A6. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman/20170815/textview>
- Leubsdorf, B. (August 15, 2017.) Driverless cars may alter 1 in 9 jobs. The Wall Street Journal.
- Lieberman, L. (1997). Gender and the deconstruction of the race concept. American Anthropologist, 99(3), 545-558.
- Lim, A. (2015, July 27). Austin seeks new 'fair housing' fixes. Austin American-Statesman, B1/B3.
- Lindell, C. (August 2, 2017.) Faith leaders rally against transgender bathroom bills. Austin- American Statesman. Retrieved from: <http://www.mystatesman.com/news/faith-leaders-rally-against-transgender-bathroom-bills/6B2IEYPNqmYJbAtEZfSiqN/>
- Lindell, C. (August 15, 2017.) Bathroom bill backers, foes continue fight. Austin-American Statesman. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman/20170815/textview>.
- Lindell, C. (July,31,2017.) Big Oil,large Houston corporations blast bathroombills. Austin-American Statesman. Retrieved from: <http://www.mystatesman.com/news/big-oil-large-houston-corporations-blast-bathroom-bills/u2kavqVZpfmwU4RIW0vkiP/>
- Lindell, C. (2012, June 30). Ruling: Workers must show proof of age discrimination, Austin-American Statesman, B1, B4.
- Lindell, C. (May 22, 2013). Reform bill rejecting Medicaid growth OK'd, Austin American-Statesman, p. B5.
- Lindell, C. (2015, August 6). Paxton faces contempt over marriage ban. Austin American-Statesman, A1/A6.
- Liptak, A. and Baker, P. (2013, March 28). Justices express doubts about 1996 marriage act. Austin American-Statesman, A10.
- Locklear, E.A. (2012). Native American mascot controversy and mass media involvement: How the media play a role in promoting racism through Native American athletic imagery.

- Explorations, 152-159. Loftus. (August 15, 2017.) Merck CEO quits Trump Council. The Wall Street Journal.
- Luo, M. (2010, September 12). Homeless family numbers soar in sour economy. Austin American-Statesman, A11.
- Lyman, R. (August 7, 2017.) Political Rage Over Statues? Old News in the Old World. The New York Times. Retrieved from:
<https://mobile.nytimes.com/2017/08/17/world/europe/european-monuments-statues-communism.html>
- May, G. E., & Raske, M. B. (2005). Ending disability discrimination: strategies for social workers: Pearson Allyn and Bacon.
- Mayer, R. (2003). Payday Loans and Exploitation. Public Affairs Quarterly, 17(3), 197-217.
- 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.
- Merchant, N. (August 17, 2017.) Texas Police chiefs start adapting to new sanctuary law. Associated Press.
 Retrieved from: <https://www.apnews.com/ca4e722d06a04e5faf5288bd9c478b4e>.
- Miller, J., & Garran, A. M. (2008). Racism in the United States: Implications for the helping professions: Brooks/Cole-Thomson Learning.
- Miller, K. & Dobuzinkis, C. (2012, August 16). New BLS data confirm unequal access to paid leave among U.S. workers. Institute for Women's Policy Research, pp. 1-4.
- Montgomery, D. (2015, July 26). Jail death might lead to disciplinary action. Austin American-Statesman, A8.
- Nam, Y. & Jung, H.J. (2008). Welfare reform and older immigrants: Food stamp program participation and food insecurity. The Gerontologist, 48(1), 42-50.
- NASW Code of Ethics. (August 14, 2005). Retrieved from
<http://www.socialworkers.org/pubs/code/code.asp>.
- Nelson, T.D. (2005). Ageism: Prejudice against our feared future self. Journal of Social Issues, 61, 207-221.
- Nichols, M. Stokols, E. Kesling, P. (August 15, 2017.) Trump Denounces Hate Groups. The Wall Street Journal.
- Nir, S.M. (2012, July 25). For money or for fun, they live out loud on a transgender runway, The New York Times, p. A20.
- O'Neal Parker, L. and Shear, M.D. (2010, July 30). Fired USDA official regards tumult as teachable moment. Austin American-Statesman, A7.
- Oppenheimer, M. (2010, June 5). A gay Catholic voice against same-sex marriage. The New York Times, A14.
- Paquette, Danielle. (August 13, 2017.) Rwanda's `children of killers' survive stigma come of age. Austin- American Statesman. Retrieved from:
<https://www.pressreader.com/usa/austin-american-statesman-sunday/20170813>
- Parker, A. & Martin, J. (2013, June 28). Senate passes immigration bill. Austin American-Statesman, A1/A6.
- Parussini, G. (2015, July 9). Gays in India, fearing arrest, fall prey to online predators. The Wall Street Journal, A6.
- Pear,R.Kaplan,T. (August 15, 2017.) Trump Threat to Obamacare Would Send Premiums and Deficits Higher. The New York Times. Retrieved from:
<https://www.nytimes.com/2017/08/15/us/politics/cbo-obamacare-cost-sharing-reduction-trump.html?rref=collection%2Fbyline%2Frobert-pear>

- Pershing, B. (2010, July 24). Senator: Whites are marginalized. *Houston Chronicle*, A12.
- Pharr, S. (1988). *Homophobia, a weapon of sexism*. Inverness, CA: Chardon Press.
- Pittelman, K., ResourceGeneration, & Hein, M. (2005). *Classified: How to stop hiding your privilege and use it for social change*: Soft Skull Press.
- 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), 365-391.
- Preston, J. (2015, July 26). Judge orders immigrant kids, mothers released. *Austin American-Statesman*, A2.
- Reason, R. D., Scales, T.C. & Millar, E.A.R. (2005). Encouraging the development of racial justice allies. *New Directions for Student Services*, 110, 55-66.
- Rocio, M. (2013, February 16). Museum to celebrate triumph, pain of African-American history, *Austin American-Statesman*, A6.
- Redfield, S. (2005). Understanding and addressing the challenges of job loss for low-wage workers. *Economic Perspectives*, 29(2), 67-74.
- Robles, F. (August 17, 2017.) Rammed by Car in Charlottesville, but Seeing a Sign of Hope. *The New York Times*. Retrieved from: <https://www.nytimes.com/2017/08/17/us/charlottesville-crash-sisters-fields.html>.
- Root, M. (2000). How we divide the world. *Philosophy of Science*, 67, S628-S639.
- Roser, M.A. (2015, August 6). Critics decry cuts to therapy. *Austin American-Statesman*, B1/B8.
- Rothenberg, P.S. (2004). *Race, Class, and Gender in the United States: An Integrated Study*. (Sixth Edition) New York: Worth Publishers.
- Sainz, A. (2013). Confederate heroes' names taken off parks, *Austin American-Statesman*, A15.
- Salter, J. & Suhr, J. (2015, August 10). March commemorates Michael Brown slaying. *Austin American-Statesman*, A6.
- Scharrer, G. (January 12, 2010). Texas ranks last in the nation on food stamps, *Houston Chronicle*. Retrieved from <http://www.chron.com/dispatch/story.mpl/metropolitan/6811169.html>
- Schlusser, L.Z. (2003). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural Counseling and Development*, 31, 44-51.
- Schuldberg, J (2005). It is easy to make judgements if it's not familiar: The use of simulation kits to develop self-awareness and reduce ageism. *Journal of Social Work Education*, 41(3), 441-453.
- Schwartz, J. (August 14, 2017.) New map displays scope of Texas border wall plan. *Austin-American Statesman*. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman/20170814/281479276519843>.
- Semple, K. (2012, August 22). Lawsuit adds to agency's problems. *Austin-American Statesman*, p. A3.
- Sengupta, S. (August, 28 2017.) For a Yazidi Woman, Justice for ISIS Crimes Is Still Elusive. *The New York Times*. Retrieved from: <https://www.nytimes.com/2017/08/17/world/middleeast/for-a-yazidi-woman-justice-for-isis-crimes-is-still-elusive.html>
- Silver, Johnathan. (August 18, 2017.) Dallas lawmaker fights to remove Confederate plaque at state Capitol. *Austin- American Statesman*. <http://www.mystatesman.com/news/state--regional-govt--politics/dallas-lawmaker-fights-remove-confederate-plaque-state-capitol/UTuk6Htk5mlQsFzxNn7H1H/>
- Silverman, Ellie. Laris, M. (August 16, 2017.) Victim stood up for "what was right," friend says. *Austin-American Statesman*. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman/20170815/textview>
- Smith, D. B. (2005). Racial and ethnic health disparities and the unfinished civil rights agenda. *Health Affairs*, 24(2), 317-324.
- Smith, L. & Redington, R.M. (2010). Lessons from the experiences of white antiracist activists. *Professional Psychology: Research and Practice*, 41(6), 541-549.

- Smith, M. (2015, July 26). Mourners gather in Illinois for Sandra Bland's funeral. *Austin American-Statesman*, A8.
- 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.
- Sparshott, J. (2015, July 29). Rising rents outpace wages in wide swaths of the U.S. *The Wall Street Journal*, A3.
- Stewart, T.L., Latu, I.M., Branscombe, N.R., Phillips, N.L. & Denney, H.T. (2012). White privilege awareness and efficacy to reduce racial inequality improve white Americans' attitudes toward African Americans. *Journal of Social Issues*, 68(1), 11-27.
- Stobbe, M. (2013). More middle-age women dying from drugs. *Austin American-Statesman*, A5.
- Sullivan, B. (2013). For many US households, bank account is a luxury. CNBC. Retrieved February 25, 2015 from <http://www.cnbc.com/id/100661088#>
- Szymanski, D.M. (2005). Heterosexism and sexism as correlates of psychological distress in lesbians. *Journal of Counseling & Development*, 83(3), 355-360.
- Tan, C. (2010, May 21). Wealth gap between whites, blacks widens, researchers say. *Austin American-Statesman*, A8.
- Tavernise, S. (May 19, 2013). Study: Living in U.S. takes toll on immigrants' health, *Austin American-Statesman*, p. A2.
- Teunis, N. (2007). Sexual objectification and the construction of whiteness in the gay male community. *Culture, Health & Sexuality*, 9(3), 263-275.
- The Institute of Islamic Information and Education (III&E). The Question of Hijab: Suppression or Liberation? Reproduced in electronic form from Islamic Academy for Scientific Research.
- Tiehen, L., Jolliffe, D. & Smeeding, T. (2013). The effect of SNAP on poverty. Association for Public Policy Analysis and Management. Retrieved from http://www.appam.org/assets/1/7/The_Effect_of_SNAP_on_Poverty.pdf
- Tompson, S. (August 3, 2017.) Where do families get nearly \$24,000 for one year of college? *Austin-American Statesman*. Retrieved from: <http://on.freep.com/2vvXgCC>.
- Urban Institute (2013). Child poverty rates are especially high in small cities. Retrieved April 4, 2013: <http://www.theatlanticcities.com/jobs-and-economy/2013/02child-poverty-rates-are-especial/>
- Villapando, R. (August 12, 2017.) 'White Lives Matter' event at Texas A&M to include Richard Spencer on Sept. 11, activist says. *Austin-American Statesman*.
- Vogt, H. (2015, July 24). Vocal antigay faction urges president to avoid advocacy. *The Wall Street Journal*, A5.
- Vohra-Gupta, S. (2012, November 1). Policy Brief: Women of color and minimum wage: A policy of racial, gender, and economic discrimination. The Institute for Urban Policy Research & Analysis, 1-9.
- Waller, M. (2001). Resilience in Ecosystemic Context: Evolution of the Concept. *American Journal of Orthopsychiatry*, 71(3), 290-297.
- Walsh, S.C. & Plohetski, T. (2015, July 26). Police conduct back in spotlight. *Austin American-Statesman*, A1/A23.
- Washington Post. (2010, October 7). More U.S. Women pull down big bucks. *Austin American-Statesman*, A10.
- Wan, W. Kaplan, S. (August 20, 2017.) Why are people still racist? *Austin-American Statesman*. Retrieved from: <https://www.pressreader.com/usa/austin-american-statesman-sunday/20170820/textview>.
- Wermund, B. (2013, February 23). Feds coming to Bastrop to probe school bias claims, *Austin American Statesman*, A1, A9.

- 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, 115-132.
- Wolf, R. (2015, July 23). Baked in the cake: Legal battles follow gay-marriage ruling. *USA Today*, 8A.
- Yaccino, S. (2012, August 11). Thousands gather to mourn six shot dead at Sikh temple. *The New York Times*, p. A7.
- Yee, V.(2013, January 24). Hispanics wary of Connecticut town's kinder tone, *The New York Times*, A21.
- Yen, H. (2013). Poverty in U.S. hits whites, blacks alike. *Austin American-Statesman*, A14.
- Yip, K. (2004, July). The Empowerment Model: A Critical Reflection of Empowerment in Chinese Culture. *Social Work*, 49(3) , 479-487.
- Yip, P. (April 21, 2013). Medicaid planning helps boomers preserve assets, *Austin American-Statesman*, p. F7.
- Zetzer, H.A. (2005). White out: Privilege and its problems. In Andersen, S. R. & Middleton, V.A. (Eds.). *Explorations in privilege, oppression, and diversity*. United States: Thomson-Brooks/Cole, pp. 3-16.
- Zhao, Y. (2004, November 7). Beyond sweetie, *New York Times*, pp. 1-6.