

THE UNIVERSITY OF TEXAS AT AUSTIN STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 325	Instructor: Casey Walsh walsh.casey@utexas.edu
Unique Number:	61165	Office: N/A
Semester:	Spring 2018	Office Phone: N/A
Meeting Time/Place: Web-based		Office Hours: By Appointment; via Skype/Phone

Foundations of Social Justice

I. STANDARDIZED 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 an 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 practice; 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.

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Critique and apply social justice approaches to influence assessment, planning, access of resources, intervention, and research;
2. Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations, globally as well as those prevalent in the southwestern region of the United States;
3. Understand the social construction of race and ethnicity, gender, and sexual orientation;
4. Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices;

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.

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Outcome 2.1: Responses demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Outcome 2.2: Responses demonstrate an ability to present themselves as learners and engage clients and constituencies as experts of their own experiences

Outcome 2.3: Responses demonstrate an ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Outcome 3.1: Responses demonstrate an ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Outcome 3.2: Responses demonstrate an ability to engage in practices that advance social, economic, and environmental justice

III. TEACHING METHODS

In this class the Instructor uses CANVAS, a Web-based course management system with password protected access at <http://courses.utexas.edu>, to distribute all course materials, to communicate and collaborate online, to post grades, and to receive assignments. Students can find support in using CANVAS at the ITS Help Desk by calling 512-475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus and public libraries.

IV. REQUIRED TEXTS AND MATERIALS

Adams, M., Blumenfeld, W.J., Castaneda, C.R., Hackman, H.W., Peters, M.L., Zuniga, X. (2013). *Readings for Diversity and Social Justice* (3rd ed.). New York, NY: Taylor & Francis.

Adichie, C.N. (2015). *We Should All Be Feminists*. New York, NY: Anchor Books.

Johnson, A.G. (2017). *Privilege, Power, and Difference* (3rd Ed.). New York, NY: McGraw-Hill Education.

V. COURSE REQUIREMENTS

The following assignments and activities will be completed during the semester. Your final course grade will be based on a total of 100 points accrued by the end of the semester. Detailed directions for each assignment are posted on Canvas.

Self-Assessment (10 points)

Part I: At the beginning of the semester, you will complete and submit via Canvas a brief, written assessment of your ideas and attitudes about diversity, privilege, and oppression.

Blog (35 points) & Peer Comments (10 points)

This course involves a significant amount of required reading, media, and online interaction. Each student will create a blog and write posts that reference the course materials and provide critical analysis and reflection about each week's course topics. You will also dialogue with your peers by commenting on your peers' blogs. Points for peer comments will be provided at the end of the semester for consistent engagement in dialogue with your peers throughout the semester.

OP-ED Essay (15 points)

You will write an Op-Ed piece about an issue related to a social justice issue. This writing exercise is a way to present an effective and concise argument about important issues that impact the lives of our clients and our communities. Writing Op-Ed pieces are also a way to advocate and participate in civil society.

Take a Picture (5 points)

We will read and discuss many concepts related to social identities, perception, and reality this semester. We will learn about the social construction of race, class, ability, religion, gender, and sexual orientation, as well as a wide variety of cultural markers. We will also talk about personal value systems and biases and how much our own values influence our thinking about others. In this assignment, you will be asked to apply what you have learned via your own interpretation of a photograph.

Concepts and Applications Quiz (10 points)

A concepts and applications quiz will be posted on Canvas towards the end of the semester and you will have approximately two weeks to complete the quiz. Responses will be graded on thoroughness and insights, including each student's ability to integrate concepts from assigned readings, videos, podcasts, and blog discussions.

Service Learning Activity Reflection Paper (15 points)

Students will choose a local community agency (e.g. Breast Cancer Resource Center, Lifeworks, Inside Books Project, Austin Pets Alive) related to their social advocacy interests to participate in a volunteer activity. Students will write a brief reflection (4 pages, double-spaced) describing the social advocacy cause that they chose with discussion of relevant scholarly peer-reviewed journal articles and media sources (using APA in-text citations and an APA formatted references list), why they chose the agency and cause that they did, how they participated during the volunteer activity, how it relates to what they have learned in class, and their hopes for future

community engagement. Volunteer opportunities can be found through internet and database searches (e.g. www.volunteermatch.org), community postings, and word-of-mouth. The professor can also provide additional ideas of agencies and volunteer opportunities if needed.

VI. GRADES

Grades will be posted on CANVAS. Students can track their progress throughout the course.

Course Requirement	Point Value
Self-Assessment	10 points
Blog (35 points) & Peer Comments (10 points)	45 points
Op-Ed Essay	15 points
Take a Picture	5 points
Concepts & Applications Quiz	10 points
Service Learning Activity & Reflection Paper	15 points

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

VII. CLASS POLICIES

- The instructor and students have the ethical responsibility to their colleagues to see that the online class environment is maintained as a respectful, collegiate, and confidential setting. Differences in values, opinions, and feelings of class members will be respected. When students voice an opinion with which you do not agree, please voice opinions in a civil manner that can enhance the flow of ideas and dialogue.
- Students are expected to participate in an interactive learning dialogue with their fellow students and professor. Students are expected to complete all readings and preparatory assignments on a weekly basis.
- 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.
- Students are expected to turn in assignments via CANVAS by the due date posted. Any adjustments in due dates must be discussed with the instructor at least 48 hours PRIOR to the regularly scheduled due date.

- Social work practitioners have the ethical responsibility to serve their clients and community with honesty and integrity. Therefore, it is expected that work submitted will be your own. Scholastic dishonesty, including plagiarism, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office (see MSW Handbook).
- If students are concerned about their class performance, please reach out to the professor as soon as possible. The professor will work with students to support their learning and discuss opportunities to improve their course grades. FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.
- Should any modifications or changes need to be made to the course (e.g., calendar, videos, assignments), modifications will be posted to CANVAS. Students should check their email and CANVAS regularly for updated class information.

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](tel: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, agency-based field 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	Topics	Assignment Due	Readings/Videos/Podcasts
1/16 - 1/23	Course Introduction	<input type="checkbox"/> Create Blog <input type="checkbox"/> Self-assessment due January 23 by 8 pm	<input type="checkbox"/> Review Syllabus <input type="checkbox"/> Johnson: Epilogue: A Worldview is Hard to Change (p. 135 – 141)
1/24 – 1/31	Conceptual Frameworks Positionality: Who Am I?	<input type="checkbox"/> Blog post due Jan 31 by 8 pm <input type="checkbox"/> Two blog comments due Feb 2 by 8 pm	<input type="checkbox"/> Adams: Ch 4 Theoretical Foundations (p. 21-26) <input type="checkbox"/> Johnson: Ch 1 We’re in Trouble (p. 1 – 11) <input type="checkbox"/> Therborn: Inequalities of the World <input type="checkbox"/> TED Radio Hour: Identities
2/1 – 2/8	Cycles of Socialization Social Stigma	<input type="checkbox"/> Blog post due Feb 8 by 8 pm <input type="checkbox"/> Two blog comments due Feb 10 by 8 pm	<input type="checkbox"/> Adams, Ch 6: The Cycle of Socialization (p. 45-52) <input type="checkbox"/> Adams, Ch 131: The Cycle of Liberation (p. 618-625) <input type="checkbox"/> The Grand Challenge of Promoting Equality by Addressing Social Stigma <input type="checkbox"/> TED: The Hidden Influence of Social Networks

Date	Topic	Assignment Due	Readings/Videos/Podcasts
2/9 – 2/16	History of Privilege Positionality: Who are You?	<input type="checkbox"/> Blog post due Feb 16 by 8 pm <input type="checkbox"/> Two blog comments due Feb 18 by 8 pm	<input type="checkbox"/> Adams, Ch 10: “Symbolic Racism, History, & Reality: The Real Problem with Indian Mascots” (p. 73-77) <input type="checkbox"/> Peggy McIntosh, “Unpacking the Invisible Knapsack” <input type="checkbox"/> Melissa Harris-Perry & James Perry: “From New Orleans to Ferguson, a Decade of Asserting Black Lives Matter” <input type="checkbox"/> TED: The Power of Privilege: Tiffany Jana
2/17 – 2/24	Structures & Institutions Cultural Competency	<input type="checkbox"/> Op-Ed due Feb 24 by 8 pm	<input type="checkbox"/> The Atlantic: Can Schools be Fixed? <input type="checkbox"/> PBS Frontline: Separate and Unequal <input type="checkbox"/> Boston Review: the Privatization of Hope <input type="checkbox"/> “It’s not the Inequality; It’s the Immobility” <input type="checkbox"/> Johnson – Introduction: Privilege Oppression and Difference (p. 12-34) <input type="checkbox"/> Enhancing Cultural Competence in Social Service Agencies
2/25 – 3/4	Identity Construction	<input type="checkbox"/> Blog post due March 4 by 8 pm <input type="checkbox"/> Two blog comments due March 6 by 8 pm	<input type="checkbox"/> TED: Stella Young: I’m not your inspiration, thank you very much (20m) <input type="checkbox"/> Adams, Ch 1 “The Complexity of Identity: Who Am I?” (p. 6-9) <input type="checkbox"/> NPR: ‘I Will Lose my Identity’: Cambodian Villagers Face Displacement by Mekong Dam
3/5 – 3/11	Theories of Difference: Part 1 Ethnocentrism Implicit bias	<input type="checkbox"/> Blog post due March 11 by 8 pm <input type="checkbox"/> Two blog comments due March 13 by 8 pm	<input type="checkbox"/> TED: The Urgency of Intersectionality <input type="checkbox"/> Adams Ch 11 “The Possessive Investment in Whiteness” (p. 77-86) <input type="checkbox"/> Adams Ch 26 “The Dangerous Consequences of Growing Inequality” (p.157-164) <input type="checkbox"/> TED: Mia Birdsong: The Story We Tell About Poverty Isn’t True <input type="checkbox"/> Intersectionality: Multiple Inequalities in Social Theory <input type="checkbox"/> NPR: The Culture Inside <input type="checkbox"/> Investigating the Effect of Anxiety, Uncertainty, & Ethnocentrism on Willingness to Interact in an Intercultural Communication

Date	Topic	Assignment Due	Readings/Videos/Podcasts
MARCH 12 – MARCH 18 SPRING BREAK			
3/18 – 3/25	Theories of Difference, Part 2 The Five Faces of Oppression	<input type="checkbox"/> Take a Picture Assignment due March 25 by 8 pm	<input type="checkbox"/> Adams, Ch 118, “Aging with Disabilities: Ageism & More” (p. 565-566) <input type="checkbox"/> Adams, Ch 113, “Recognizing Ableist Beliefs and Practices and Taking Action as an Ally” (p. 532-534) <input type="checkbox"/> Adams, Ch 44 “Christian Privilege: Breaking a Secret Taboo” (p. 243-244) <input type="checkbox"/> Adams, Ch 46 “Religious Oppression of Indian Americans in the Contemporary U.S. (p. 250-254) <input type="checkbox"/> TED: Rosie King: How Autism Freed Me to Be Myself
3/26 – 4/2	Values & Ethics in Social Work Practice	<input type="checkbox"/> Concepts and Applications Quiz available in Canvas	<input type="checkbox"/> Ethical Issues in Social Work – <u>SW Desk Reference</u> <input type="checkbox"/> Universalism and Cultural Relativism in Social Work Ethics <input type="checkbox"/> Critical Consciousness and Cross-Cultural/Intersectional Social Work Practice: A Case Analysis <input type="checkbox"/> Johnson: Ch 8 “Getting off the Hook: Denial & Resistance” (p. 92-106)
4/3 – 4/10	Health Inequality	<input type="checkbox"/> Blog post due April 10 by 8 pm <input type="checkbox"/> Two blog comments due Nov 13 by 8 pm	<input type="checkbox"/> Health Disparities & Health Equity: The Issue is Justice <input type="checkbox"/> Doctor Hotspot <input type="checkbox"/> PBS Frontline: Sick Around the World <input type="checkbox"/> Examining the Presence, Consequences, & Reduction of Implicit Bias in Health Care: A Narrative Review
4/11 – 4/18	Sexism	<input type="checkbox"/> Concepts and Applications Quiz due April 18 by 8 pm	<input type="checkbox"/> Adichie, C.N. (2015). <u>We Should All Be Feminists.</u> <input type="checkbox"/> Adams, Ch 60 – “Night to His Day: The Social Construction of Gender” (p. 323-329) <input type="checkbox"/> Adams, Ch 64 - Violence Against Women is a Men’s Issue (p. 342-346) <input type="checkbox"/> Adams, Ch 69 “He Works, She Works, But What Different Impressions They Make” (p. 355-356)

Date	Topic	Assignment Due	Readings/Videos/Podcasts
4/19 – 4/26	Austin American-Statesman Series: Inheriting Inequality	<input type="checkbox"/> Blog post due April 26 by 8 pm <input type="checkbox"/> Two blog comments due April 28 by 8 pm	<input type="checkbox"/> A Separated City: The Price of Wider Gaps & Weaker Links <input type="checkbox"/> Building a Divide: Austin’s History of Discrimination Threatens Its Future <input type="checkbox"/> How Austin Isolated Latinos with a Unique Form of Segregation
4/27 – 5/4	Empowerment Advocacy Art as Activism	<input type="checkbox"/> Service Learning Activity Reflection Paper due May 4 by 8 pm	<input type="checkbox"/> Adams Ch 128 – Developing a Liberatory Consciousness (p. 601-605) <input type="checkbox"/> Adams Ch 133 – Allies (p. 627-629) <input type="checkbox"/> Johnson: What Can We Do? (p. 107 – 134) <input type="checkbox"/> In NYC, Activism Begins with Lessons in Theatre <input type="checkbox"/> Adams Ch 136– Unite & Rebel! (p. 638-641) <input type="checkbox"/> NPR Music: Samora Pinderhughes: ‘The Transformations Suite’

X. BIBLIOGRAPHY

Adams, M., Blumenfeld, W.J., Castaneda, C.R., Hackman, H.W., Peters, M.L., Zuniga, X. (2013). *Readings for Diversity and Social Justice* (3rd ed.). New York, NY: Taylor & Francis.

Adichie, C.N. (2015). *We Should All Be Feminists*. New York, NY: Anchor Books.

Aronson, R. (2016). The Privatization of Hope. Boston Review. Retrieved from <http://bostonreview.net/editors-picks-us-books-ideas/ronald-aronson-privatization-hope>

Birdsong, M. (2015). The Story We Tell About Poverty Isn’t True. Presented at TEDWomen 2015. Retrieved from https://www.ted.com/talks/mia_birdsong_the_story_we_tell_about_poverty_isn_t_true

Braveman, P.A., Kumanyika, S., Fielding, J. LaVeist, T., Borrell, L.N., Manderscheid, R., & Troutman, A. (2011). Health Disparities and Health Equity: The Issue Is Justice. *Am J Public Health*. 101(Suppl 1): S149–S155.

Calzada, E. & Suarez-Balcazar, Y. (2014). Enhancing Cultural Competence in Social Service Agencies: A Promising Approach to Serving Diverse Children and Families. OPRE Report #2014-31. Retrieved from https://www.acf.hhs.gov/sites/default/files/opre/brief_enhancing_cultural_competence_final_022114.pdf

- Christakis, N. (2010). The Hidden Influence of Social Networks. Presented at TED2010. Retrieved from https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks
- Cohen, T. (2015). It's not the Inequality; It's the Immobility. The New York Times. Retrieved from <https://www.nytimes.com/2015/04/05/upshot/its-not-the-inequality-its-the-immobility.html>
- Crenshaw, K. (2016). The Urgency of Intersectionality. Presented at TEDWomen 2016. Retrieved from https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- Goldbach, J.T., Amaro, H., Vega, W., & Walter, M.D. (2015). The Grand Challenge of Promoting Equality by Addressing Social Stigma. Working Paper No. 18. American Academy of Social Work and Social Welfare.
- Harris-Perry, M. & Perry, J. (2015). "From New Orleans to Ferguson, a Decade of Asserting Black Lives Matter". Retrieved from <https://www.thenation.com/article/from-new-orleans-to-ferguson-a-decade-of-asserting-black-lives-matter/>
- Healy, L.M. (2007). Universalism and Cultural Relativism in Social Work Ethics. 50(1),11-26. International Social Work.
- Jana, T. (2014). The Power of Privilege. Presented at TEDxRVAWomen Retrieved from <https://www.youtube.com/watch?v=N0acvkHiiZs>
- Jennings, T. (2011). PBS Frontline: Doctor Hotspot. Retrieved from <https://www.pbs.org/wgbh/pages/frontline/doctor-hotspot/>
- Johnson, A.G. (2017). *Privilege, Power, and Difference* (3rd Ed.). New York, NY: McGraw-Hill Education.
- King, R. (2014). How Autism Freed Me to Be Myself. Presented at TEDMED 2014. Retrieved from https://www.ted.com/talks/rosie_king_how_autism_freed_me_to_be_myself.
- Logan, S., Steel, Z., & Hunt, C. (2014). Investigating the Effect of Anxiety, Uncertainty and Ethnocentrism on Willingness to Interact in an Intercultural Communication. 46(1), 39-52. Journal of Cross-Cultural Psychology.
- McIntosh, P. (1988). "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies". Wellesley College Center for Research on Women
- Palfreman, J. (2008). PBS Frontline: Sick Around the World. Retrieved from <https://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/>
- Pinderhughes, S. (2017). NPR Music: Samora Pinderhughes: 'The Transformations Suite'. Retrieved from <https://www.npr.org/event/music/510578539/radical-imagination-jazz-as-protest-music>

- Raz, G. (2013). TED Radio Hour: Identities. Retrieved from <https://www.npr.org/2013/10/06/229879937/identities>
- Reamer, F.G. (2015). Ethical Issues in Social Work. In Social Workers Desk Reference (143-148). New York: NY. Oxford University Press.
- Robertson, M. (2014). PBS Frontline. Separate and Unequal. Retrieved from <https://www.pbs.org/wgbh/frontline/film/separate-and-unequal/>.
- Rosin, H. & Spiegel, A. (2017). Invisibilia: The Culture Inside. Retrieved from <https://www.npr.org/programs/invisibilia/532950995/the-culture-inside>
- Saberi, R. (2017): NPR: In NYC, Activism Begins with Lessons in Theatre. Retrieved from <https://www.npr.org/sections/codeswitch/2017/05/31/465130704/in-nyc-activism-begins-with-lessons-in-theater>
- Suarez, Z., Newman, P., & Glover Reed, B. (2008) Critical Consciousness and Cross-Cultural/Intersectional Social Work Practice: A Case Analysis. Families in Society: The Journal of Contemporary Social Services, Vol. 89, No. 3, pp. 407-417.
- Sullivan, M. (2017). 'I Will Lose my Identity': Cambodian Villagers Face Displacement by Mekong Dam'. NPR. Retrieved from <https://www.npr.org/sections/parallels/2017/08/26/546036670/i-will-lose-my-identity-cambodian-villagers-face-displacement-by-mekong-dam>
- Therborn, G. (2006). Inequalities of the World. New York: NY. Verso.
- Walby, S., Armstrong, J. & Strid, S. (2012). Intersectionality: Multiple Inequalities in Social Theory. 46(2), 224-240. Sage.
- Wong, A., Green, A., & Zhou, L. (2015). Can Schools Be Fixed? The Atlantic. Retrieved from <https://www.theatlantic.com/education/archive/2015/12/hope-and-despair-k-12-education/421800/>
- Young, S. (2014). I'm not your inspiration, thank you very much. Presented at TEDxSydney. Retrieved from https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much
- Zehr, D. (2015). Austin American-Statesman Series: Inheriting Inequality. Retrieved from <http://projects.statesman.com/news/economic-mobility/>
- Zestcott, C.A., Blair, I.V., & Stone, J. (2016). Examining the Presence, Consequences, and Reduction of Implicit Bias in Health Care: A Narrative Review. *Group Process Intergroup Relat.* 19(4):528-542.