

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

Course Number: SW 325
Unique Number: 59455
Semester: Fall 2020
Meeting Time/Place: N/A

Instructor: Emmett Gill
Email: [UT email pending](#)
Office Hours: Available via Zoom or
Phone by Appointment

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.

The course instructor will use sports as a lens to edify concepts in the readings. However, various perspectives on social justice and injustice will be presented. The readings in the Skyepack and the peer-reviewed articles will provide students with a framework to explore various types of social injustice.

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.

6. Engage Diversity and Difference in Practice.
7. Advance Human Rights and Social, Economic, and Environmental Justice.

EPAS Competencies

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

This course is designed to provide a quality synchronous experience with periodic interactions with the instructor.

Online work is a blend of self-paced individual tasks using the Skyepack, articles, and web resources.

This course is designed to provide you with a meaningful learning environment through use of multiple methods of instruction (e.g. reading, discussion boards, article follow-up questions, and podcast development). You are expected to complete assigned readings, watching, and activities each week. You are expected to participate in discussion boards. This course will use an electronic Canvas site. Canvas will be used for turning in assignments, grading, and communication between students and the instructor.

To reach your class site on Canvas, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Canvas. To access the course website, you must have an Internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page (www.utexas.edu/its/help) can assist you with your computer and Canvas questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. REQUIRED TEXT AND MATERIALS

Books

Johnson, A. G. (2017). *Privilege, power, and difference* (3rd ed). Boston, Mass: McGraw-Hill.

Other readings below will be posted on Canvas by the instructor.

Subscription to Skyepack

- Go to www.skyepack.com
- Click on “**Create Account**”. Please make sure you are **using your university/school-assigned email address**.
- Skyepack will send you a verification email to the address used to create your account; follow the steps in the email to **Verify Your Account**.
- Go back to www.skyepack.com, login, and click on “**Channel Guide**” on the left sidebar.
- Select your school’s channel. (If you do not see this channel, email support@skyepack.com.) You will see the pack for your course listed here.
- From the drop-down menu on the course pack icon, select “**Add to My Collection**”.
- Pay the access fee using a debit, credit, or prepaid redemption card from your bookstore.
- Your course pack will now be available by selecting “**My Pack Collection**” from the left sidebar.

V. COURSE REQUIREMENTS

Discussion Board (6) – **15 Percent** – Students will be asked to provide 300-word responses and respond to at least one post for each discussion board. Integration of at least three concepts from the reading of the week (integration not defining them i.e., using them in a sentence), grammar, and support for one argument are the three grading criteria.

Article Discussion Questions (6) – **20 Percent** – Students will answer three to five questions on the peer-reviewed article via three methods – written, oral and video. Instructions will be posted on Canvas.

Midterm Podcast – **25 Percent** – Students will select a topic related to social justice/injustice and develop a ten to twelve-minute podcast. This will provide an opportunity for students to integrate concepts from the Skyepack readings. Instructions will be posted on Canvas.

Instructor Video Conference – **5 Percent** – Students will schedule a 10-minute video conference with the instructor to discuss their Podcast One grade and any course/Podcast Two questions.

Final Podcast – **30 Percent** - Students will select a topic related to social justice/injustice and develop a ten to twelve-minute podcast. This will provide an opportunity for students to integrate concepts from the Skyepack readings. Here students will maintain the same topic but demonstrate advance understanding and updated content. Instructions will be posted on Canvas.

Social Justice Quiz (SHSSW Common Assignment) – **5 Percent** – Students will complete a 10-question quiz.

VI. 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

VII. CLASS POLICIES

1. Conduct and Civility: 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. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others; therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a civil manner that can enhance the flow of ideas and dialog.

2. Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

3. Professional Communication and Interactions: Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable. **Electronic Devices:** All communication devices should be turned off or placed on silent mode and put away during class. Unless laptops are required for specific class sessions, students may not use laptops during class without prior permission from the professor. Grade is negatively impacted by student's failure to comply with this policy.

4. Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. It is your responsibility to sign the class attendance sheet. 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. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

6. Writing Style: 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 UT Co-op.

7. Use of Canvas: The professor uses Canvas Web-based course management/collective workspace. An orientation will be given the first day of class. 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.

8. Course Modification: To ensure achievement for course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

9. Classroom Courtesy: As a courtesy to the class that meets after your class, please dispose of trash and to return the chairs and desks to rows or some sort of organized arrangement.

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be

accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

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.

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.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

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>.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms 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.

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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to University Health Services, and faculty and staff report to the HealthPoint Occupational Health Program (OHP) as soon as possible. Please see this link to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this University Health Services link.

IX. COURSE SCHEDULE

The best place to get all the details on assignments, reading, and due dates will be Canvas.

W	Content Area/Readings	Assignments
8/26	Skyepack Module One - What’s the problem? Shehan, J. (2020, June 2)Texas Longhorns starter to boycott team activities in protest. <i>Texas Football</i> . Retrieved from	Discussion Board Post 1

	<p>https://www.texasfootball.com/article/2020/07/02/texas-longhorns-starter-to-boycott-team-activities-in-protest?ref=article_preview_img</p> <p>Wilson, D (2020, July 13). Texas responds to football players' requests with sweeping changes. <i>ESPN</i>. Retrieved from https://www.espn.com/college-football/story/_/id/29456109/texas-responds-football-players-requests-sweeping-changes</p> <p>The Culture (2020, June 17). The Damning History Behind UT's 'The Eyes of Texas' Song. <i>Texas Monthly</i>. https://www.texasmonthly.com/the-culture/ut-austin-eyes-of-texas-song-racist/</p>	
8/31	<p>Skyepack Module Five – History of Privilege</p> <p>Gill, E. (2007). Duke Lacrosse: A lesson on white privilege in college sports. <i>Journal for the Study of Sports and Athletes in Education</i>, 1(1), 17-36.</p>	<p>Article Discussion Questions (Written) 1</p>
9/7	<p>Skyepack Module Six – The History of Oppression</p> <p>Berman, M, Jacobs, S. & Guarino, B. (2020, July 6). Major U.S. cities, gripped with crisis, now face spike in deadly shootings, including of children. <i>The Washington Post</i>. Retrieved from https://www.washingtonpost.com/national/america-spike-gun-violence/2020/07/06/15508ac8-bfa0-11ea-9fdd-b7ac6b051dc8_story.html</p>	<p>Discussion Board Post 2</p> <p>Submit Mid-term Project Topic</p>
9/14	<p>Skyepack Module Nine – Implicit Bias</p> <p>Gill, E.L. (2016). "Hands up, don't shoot" or shut up and play ball? Fan-generated media views of the Ferguson Five. <i>Journal of Human Behavior in the Social Environment</i>, 26(3-4), 400-412</p>	<p>Article Discussion Questions (Audio) 2</p>
9/21	<p>Module Seven Structures that Influence Society</p> <p>Struass, V. (July 14, 2020). Do #BlackLivesMatter in Schools. <i>The Washington Post</i>. Retrieved from https://www.washingtonpost.com/education/2020/07/14/do-blacklivesmatter-schools-why-answer-is-no/</p>	<p>Discussion Board 3</p>
9/28	<p>Skyepack Module Two – Cultural Competence</p>	

	Gill, E. (2011) Rutgers Women's Basketball & Don Imus Controversy (RUIMUS): Privilege, New Racism, and the Implications for Sport Management. <i>Journal of Sport Management</i> , 25, 188-130.	Article Discussion Questions (Video) 3
10/5	Skyepack Module Three – Positionality Williams, V. (2019, August 16). About US: Why black women issued a public demand for reproductive justice. <i>The Washington Post</i> . Retrieved from https://www.washingtonpost.com/nation/2019/08/16/reproductive-justice-how-women-color-asserted-their-voice-abortion-rights-movement/	Podcast One Due
10/12	Skyepack Module Four- Intersectionality Gill, E., Christensen, M.C., & Pérez, A. (2017). The Sale of the Atlanta Hawks: Is it Racism or White Ownership Playing the Race Card? <i>Sports Media Journal</i> .	Article Discussion Questions (Written) 4
10/19	Skyepack Module Ten – Othering & Belonging Court & Law 2020, June 15). Supreme Court Says gay, transgender workers protected by federal law... <i>The Washington Post</i> . Retrieved from https://www.washingtonpost.com/politics/courts-law/supreme-court-says-gay-transgender-workers-are-protected-by-federal-law-forbidding-discrimination-on-the-basis-of-sex/2020/06/15/2211d5a4-655b-11ea-acc80c22bbee96f_story.html	Discussion Board 4
10/26	Skyepack Module Eight – Awake Gill, E. (2010). Staying true to the game: The legacy of Harry Edwards. <i>Journal for the Study of Sports and Athletes in Education</i> , 139-143.	Article Discussion Questions (Audio) 5
11/1	Skyepack Module Thirteen – Ally Rank, M. (2018, April 15). The Cost of Keeping Children Poor. <i>New York Times</i> . https://www.nytimes.com/2018/04/15/opinion/children-poverty-cost.html	Discussion Board 5
11/8	Skyepack Module Fourteen - Advocate McDowell, J., Gill, E.L. and Sloan-Green, T. (2020). Recoloring Title IX: Increasing Black Female Participation through Shared	No Assignment Due

	Advocacy. In Brooks, D. D., & Althouse, R. C. (Eds.). <i>Racism in college athletics: The African American athlete's experience</i> . 4 th Edition. Fitness Information Technology.	
11/15	Skyepack Module Fifteen - Activism Herring, C. & Paine, N. (2020, June 11) Maya Moore Gave Up More To Fight For Social Justice Than Almost Any Athlete. Retrieved from https://fivethirtyeight.com/features/maya-moore-gave-up-more-to-fight-for-social-justice-than-almost-any-athlete/	No Assignment Due
11/22	Gill, E (2017). Activism in College Athletics: A Case Study of the Student-Athletes Human Rights Project. In Comeaux, E. (Ed.). <i>College athletes' rights and well-being: Critical perspectives on policy and practice</i> . JHU Press.	Article Discussion Questions (Optional) 6
11/29	No reading/Work on Final Podcast	
12/6	No reading/Work on Final Podcast	Final Podcast Due

X. BIBLIOGRAPHY

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