

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

Course Number: 381S  
Unique Number: 59870  
Semester: Fall, 2019  
Meeting Time: Fri 8:30 -11:30  
Classroom: SSW 2.116

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

**I. STANDARDIZED COURSE DESCRIPTION**

This course is based the following assumptions: 1.) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences 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 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.

**II. 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.

**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

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text, and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro and macro level practice is irrelevant to the student that gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as 1.) creating a safe learning environment that 2.) allows for the sharing of ideas, in-depth critical analysis and integration of the material.

### IV. REQUIRED TEXTS AND MATERIALS

Required Text:

**Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (Fourth Eds.). (2013). *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism, and ableism*. New York: Routledge.**

**Kimmel, M. S., & Ferber, A. L. (Eds.). (2017). *Privilege: A reader* (4th ed.). Boulder, CO: Westview Press**

Texts can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website:  
<http://www.universitycoop.com>.

Additional readings can be accessed on Canvas.

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

### V. COURSE REQUIREMENTS

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.

#### Assignments

Personal Background Paper	20 points
Diversity Presentations	20 points
Intersectionality Paper	30 points

Short Answers Exam	20 points
Participation/Attendance	10 points
<b>TOTAL</b>	<b>100 points</b>

### Grading Breakdown

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

A = 100 – 90 points/Superior work: The assignment significantly exceeds expectations listed in the syllabus. Student exceeds what is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., writing is coherent, ideas synthesized and logical, discussion well developed).

B = 89 – 80 points/Good Work: The assignment meets all the requirements and demonstrates evidence of in-depth critical thinking and analysis.

C = 79 – 70 points/Average Work: The assignment meets the requirements, but has minor gaps, and lacks evidence of in-depth critical thinking and analysis.

D-failing = 69 and below/Poor/failing Work: The assignment has important gaps, both in terms of not meeting the requirements and lacking critical thinking and analysis.

### **Personal Background Paper: (20 Points) September 27**

For this paper, each student should interview an older family member to explore your family’s ethnic background. The student should ask their family member to tell them about their family history. What nations or continents are part of your heritage (e.g., China, Africa, Italy, Germany)? What are your family values? How does your family negotiate identity within multiple cultures? Do family members often interact with members of other cultural groups? What are your family’s biases about other cultural groups?

Once the interview is completed, write a 4 to 5 paper (double spaced paper with 1-inch margins and 12-point times new roman font). Please keep to this page limit. **Cite at least four of the assigned readings from the syllabus using APA style.** In order to protect confidentiality, use codenames for yourself and your family members. The paper structure is outlined below. Use this outline in your paper:

#### I. Introduction:

- a) Briefly describe how you identify yourself today and have done so at different times of your life in terms of racial background, age, social economic status, nationality, country of residence, cultural background and any information you find to be important in describing who you are (approximately 1 paragraph).
- b) Briefly describe what you know about your family’s background with special emphasis on what you learned during your interview. Compare experiences between different family generations, how your views differ or concur with your family members, and how behavior norms are taught from one generation to the next (approximately 1 page).

#### II. Your Family on the Continuum of Privilege and Oppression

This section should be the bulk of the paper. Here you will reflect upon your family history and identify where your family is located on a continuum between privilege and oppression. In what circumstances has your family experienced privilege? What did that feel like? In what circumstances have you and your family experienced oppression (either being oppressed or oppressing others)? What did that feel like? (approximately 2 pages)

### III. Conclusion

This section will be a brief summary of the main things you learned about yourself and your family. Examine the meaning of your family background to your social work practice and identify which cultural groups you know a lot about, which cultural groups you do not know much about and what types of clients you might feel comfortable and uncomfortable serving (approximately 1 page)

## **Intersectionality Paper: (30 Points)** **October 18**

For this paper, each student should interview someone who has a social identity that is different from the student in two areas: 1) race/ethnicity and 2) another dimension of intersectionality (e.g., nationality, gender identity, sexual orientation, disability/ability, class, immigration status, or religion). The student will also conduct a literature review related to both aspects of the interviewee's identity. Write a paper 6 to 9 pages (double spaced with 1-inch margins and 12-point times new roman font). References are not included in the required page count. Each page must be fully covered. In order to protect confidentiality, use codenames for your interviewee. The paper structure is outlined below. Use this outline in your paper:

### I: Interview

Provide a written summary of the interview. It does not have to be verbatim. Just list the questions and the interviewee's response following the question. In this paper, you are asked to interview someone of a different social identity. Ask the questions that corresponds to your interviewee's identity (a list of example questions can be found in CANVAS). The questions on this list are example interview questions to provide you with a guide for your interview. In some instances, you may have to create your own questions (e.g., there are no questions pertaining to someone who has a different religion or immigration status from yours). Before you begin your interview, remember to inform your interviewee that their participation is voluntary, that they can refuse to answer any or all questions, and their identity will be kept confidential. Again, be sure to omit any identifying information from your paper. Please keep to this page limit. You may have to omit some questions from your paper. Provide a summary of questions and answers that you found most important, compelling, or interesting. (This should be 2 to 3 pages)

### II: Literature Review

Write a brief literature review on your interviewee's member group (e.g., if you interviewed a lesbian woman, find articles on lesbian women. **Review at least 5 current scholarly sources (written within the past 5 years).** **Cite the literature you draw from using APA style.** A literature review is a synthesis of the common themes or inconsistencies among the literature you read. It is not just a summary of the literature, but a critical analysis of how the articles cover the subject matter. (This should be 2 to 3 pages)

### III. Findings

Compare and contrast your interviewee's experience with what you found in the literature. Develop tentative conclusions regarding how social workers can best assist persons from your respondent's group based on a critical analysis of the interview, scholarly sources, and your own thinking/experience. (This should be 2 to 3 pages)

## **Race/Ethnicity Presentations: (20 Points)** **November 8**

- The class will be divided into six groups. Each group will cover one topic.
- Group presentations should be 30 minutes with an additional 5-10 minutes of class discussion.
- **PowerPoints for all groups are due on July 22<sup>nd</sup>**
- In-class presentations will begin week **on July 22<sup>nd</sup>**

Cultural Groups include people of:

- Indigenous descent
- African Descent
- Latinx Descent
- Asian Descent
- Jewish Descent
- Middle Eastern Descent

Groups are expected to provide a summary of the readings related to the topic that is listed on the syllabus and at least one new article published within the last 5 years. Groups are encouraged to use short video clips in their presentations. The group will present the main points of the articles in a 10-15 slide PowerPoint presentation.

### **Short Answers Exam: (20 Points)**

**December 6**

Students will provide answers to ten exam questions (one paragraph per question). The questions will cover multiple themes related to social justice (including but not limited to implicit bias, cultural relativism, ethnocentrism, cultural competence, and cultural humility). **Using APA style cite at least 1 source in your answer for each of the ten questions.**

### **Participation: (10 Points)**

The richness of the learning process is enhanced by the participation of all members of the class. Participation will be assessed by attendance as well as oral comments and questions during class. Each absence will result in a reduction of one point for the participation grade. Three late arrivals or early departure equal one absence. Three or more absences will result in a one letter grade reduction in your final grade. It is your responsibility to sign the weekly attendance sheet.

### **VI. GRADES**

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. 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. Each absence will result in a reduction of one point for the participation grade. Three late arrivals or early departure equal one absence. Three or more absences will result in a one letter grade reduction in your final grade. It is your responsibility to sign the weekly attendance sheet.
5. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.
6. 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.
7. 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.
8. 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.

## **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.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **Title IX Reporting Policy**

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, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal 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 and/or the Title IX Liaison for the SHSSW, 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>.

### **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.

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

### **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/>.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### **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.

### **Electronics in Class**

Turn off and put away your cell phones before class begins.

## **IX. COURSE SCHEDULE**



**Complete reading assignment for each week before coming to class.**

DATE	TOPIC	ASSIGNMENT DUE	REQUIRED READINGS DUE
<p><b>Week 1</b> 8/30</p>	<p><b>Privilege &amp; Oppression</b></p>		<p><b>Kimmel et al. (2017)</b>  Preface &amp; 1-27  Chapter 4: White privilege and male privilege (McIntosh)</p> <p><b>Adams et al. (2013)</b> Section 1</p> <p><b>Kimmel et al. (2017)</b> Chapter 9: Privilege, power, difference, and us (Johnson)</p> <p>Chapter 23: We aren't just color-blind, we are oppression-blind (Ferber)</p> <p><b>Hancock, T. U., Waites, C., &amp; Kledaras, C. G. (2012).</b> Facing structural inequality: students' orientation to oppression and practice with oppressed groups. <i>Journal of Social Work Education</i>, 48(1), 5-25.</p>
<p><b>Week 2</b> 9/6</p>	<p><b>Racism</b></p>		<p><b>Adams et al. (2013)</b> Section 2</p> <p><b>Kimmel et al. (2017)</b> Chapter 12: White blindness: The dominant group experience (Doane)</p> <p><b>Wise, T. (2010).</b> On White pride, reverse racism, and other delusions. In Kimmel, M. S., &amp; Ferber, A. L. (Eds.), <i>Privilege: A reader</i> (2nd ed). (p.133-144). Boulder, CO: Westview Press.</p> <p><b>Davis, L. E. (2016).</b> <i>Why are they angry with us? Essays on race.</i> Chicago: Lyceum Books.</p>

			<p><b>Kolivoski, K., Weaver, A., &amp; Constance-Huggins, M. (2014).</b> Critical Race Theory: Opportunities for application in social work practice and policy. <i>Families in Society: The Journal of Contemporary Social Services</i>, 95(4), 269-276.</p> <p><b>Corley, N. A., &amp; Young, S. M. (2018).</b> Is Social Work Still Racist? A Content Analysis of Recent Literature. <i>Social Work</i>.</p> <p><b>Chapman, E. N., Kaatz, A., &amp; Carnes, M. (2013).</b> Physicians and implicit bias: how doctors may unwittingly perpetuate health care disparities. <i>Journal of General Internal Medicine</i>, 28(11), 1504-1510.</p>
<p><b>Week 3</b> 9/13</p>	<p><b>Classism</b> <b>Economic Justice</b></p>		<p><b>Adams et al. (2013)</b> Section 3</p> <p><b>Kimmel et al. (2017)</b> Chapter 13: Class: Still alive and reproducing in the United States (Kendall)</p> <p>Chapter 22: Maybe I'm not class mobile; maybe I'm class queer (Lee)</p> <p><b>Simmons, L. (2016).</b> Opportunities for community organizing in the realm of economic justice and low wage worker struggles. <i>Journal of Community Practice</i>, 24 (2), 166-18.</p>
<p><b>Week 4</b> 9/20</p>	<p><b>Religious Oppression</b></p>		<p><b>Adams et al. (2013)</b> Section 4</p> <p><b>Kimmel et al. (2017)</b> chapters 14: The everyday impact of Christian Hegemony</p>

			<p><b>Schlosser, L.Z. (2003).</b> Christian privilege: Breaking a sacred taboo. <i>Journal of Multicultural Counseling and Development, 31</i>, 44-51.</p> <p><b>Fairchild, E. E., &amp; Blumenfeld, W. J. (2007).</b> Traversing Boundaries: Dialogues on Christian Privilege, Religious Oppression, and Religious Pluralism among Believers and Non-Believers. <i>College Student Affairs Journal, 26</i>(2), 177-185.</p>
<p><b>Week 5</b> 9/27</p>	<p><b>Nativism</b></p>	<p>PERSONAL BACKGROUND PAPER</p>	<p><b>Hammond, R. A., &amp; Axelrod, R. (2006).</b> The evolution of ethnocentrism. <i>Journal of Conflict Resolution, 50</i>(6), 926-936.</p> <p><b>Mcauliffe, G. J., Grothaus, T., Jensen, M., &amp; Michel, R. (2012).</b> Assessing and promoting cultural relativism in students of counseling. <i>International Journal for the Advancement of Counselling, 34</i>(2), 118-135.</p> <p><b>Jones, S. (2012).</b> Working with immigrant clients: perils and possibilities for social workers. <i>Families in Society, 93</i>(1), 47-53.</p> <p><b>Fennig, M., &amp; Denov, M. (2018).</b> Regime of truth: Rethinking the dominance of the bio-medical model in mental health social work with refugee youth. <i>The British Journal of Social Work.</i></p>
<p><b>Week 6</b> 10/4</p>	<p><b>Sexism</b></p>		<p><b>Adams et al. (2013)</b> Section 5</p> <p><b>Musto, M., Cooky, C., &amp; Messner, M. A. (2017).</b> “From fizzle to sizzle!” Televised sports news and the production of gender-bland sexism. <i>Gender &amp; Society, 31</i>(5),</p>

			573-596. <b>Gill, R. (2014).</b> Unspeakable inequalities: Post feminism, entrepreneurial subjectivity, and the repudiation of sexism among cultural workers. <i>Social Politics: International Studies in Gender, State &amp; Society</i> , 21(4), 509-528.
<b>Week 7</b> 10/11	<b>Heterosexism</b>		<b>Willis, D. (2004).</b> Hate crimes against gay males: An overview. <i>Issues in Mental Health Nursing</i> , 25, 115-132. <b>Szymanski, D.M. (2005).</b> Heterosexism and sexism as correlates of psychological distress in lesbians. <i>Journal of Counseling and Development</i> , 83(3), 355-360. <b>Mueller, A., James, W., Abrutyn, S., &amp; Levin, M. (2015).</b> Suicide ideation and bullying among US adolescents: Examining the intersections of sexual orientation, gender, and race/ethnicity. <i>American Journal of Public Health</i> , 105(5), 980-985.
<b>Week 8</b> 10/18	<b>Transgender Oppression</b>	INTERSECTIONALITY PAPER	<b>Burdge, B. J. (2007).</b> Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community. <i>Social work</i> , 52(3), 243-250. <b>Shires, D. A., &amp; Jaffee, K. (2015).</b> Factors associated with health care discrimination among a national sample of female-to-male transgender individuals. <i>Health &amp; Social Work</i> . 40(2) 134-141.
<b>Week 9</b> 10/25	<b>Ableism</b>		<b>Adams et al. (2013)</b> Section 6 <b>Kimmel et al. (2017)</b> Chapter 5: The invisible crutch

			<p>(Shea)</p> <p><b>Solis, S. (2006).</b> I'm "coming out" as disabled, but I'm "staying in" to rest: Reflecting on elected and imposed segregation, <i>Equity and Excellence</i>, 39, 146-153.</p>
<p>Week 10 11/1</p>	<p><b>Ageism and Adultism</b></p>		<p><b>Adams et al. (2013)</b> Section 7</p> <p><b>Hinrichsen, G. A., Kietzman, K. G., Alkema, G. E., Bragg, E. J., Hensel, B. K., Miles, T. P., . . . Zerzan, J. (2010).</b> Influencing public policy to improve the lives of older Americans. <i>The Gerontologist</i>, 50(6), 735-743.</p> <p><b>Nam, Y. &amp; Jung, H.J. (2008).</b> Welfare reform and older immigrants: Food stamp program participation and food insecurity. <i>The Gerontologist</i>, 48(1), 42-50.</p> <p><b>Nelson, T.D. (2005).</b> Ageism: Prejudice against our feared future self. <i>Journal of Social Issues</i>, 61, 207-221.</p>
<p>Week 11 11/8</p>	<p><b>Indigenous Descent  AND  African Descent Presentations</b></p>	<p>GROUP PRESENTATION POWERPOINTS</p>	<p><b>Johnston-Goodstar, K. (2013).</b> Indigenous youth participatory action research: Re-visioning social justice for social work with indigenous youths. <i>Social Work</i>, 58(4) 314-320.</p> <p><b>Harman, M. (2017).</b> The interaction of culture, self-perception, and depression in Native American youth. <i>Michigan Sociological Review</i>, 31, 152-172.</p> <p><b>Jackson, K. F., &amp; Hodge, D. R. (2015).</b> Native American youth and culturally sensitive interventions: A systematic review. <i>Research on Social Work Practice</i>, 20(3), 260-270.</p>

		<p><b>Pegram, K., Brunson, R. K., &amp; Braga, A. A. (2016).</b> The doors of the church are now open: Black clergy, collective efficacy, and neighborhood violence. <i>City &amp; Community</i>, 15(3), 289-314.</p> <p><b>Alexander, M. (2012).</b> The color of justice. In <i>The New Jim Crow: Mass incarceration in the age of the colorblindness</i> (97-104). New York: The New Press.</p> <p><b>Williams, J., Simon, C., &amp; Bell, A. (2015).</b> Missing the mark: The image of the social work profession in an African-American community. <i>Journal of Ethnic &amp; Cultural Diversity in Social Work</i>. 24(1) 56-70.</p>
<p>Week 12 11/15</p>	<p><b>Latinx Descent</b></p> <p><b>AND</b></p> <p><b>Asian Descent</b></p>	<p><b>Lopez, W. D., LeBrón, A. M., Graham, L. F., &amp; Grogan-Kaylor, K. (2016).</b> Discrimination and depressive symptoms among Latina/o adolescents of immigrant parents. <i>International Quarterly of Community Health Education</i>, 36(2), 131-40.</p> <p><b>Arbona, C., et al. (2010).</b> Acculturative stress among documented and undocumented Latino immigrants in the United States. <i>Hispanic Journal of Behavioral Sciences</i>, 32(3), 362-384.</p> <p><b>Cuevas, A. G., Dawson, B. A., &amp; Williams, D. R. (2016).</b> Race and skin color in Latino health: An analytic review. <i>Am J Public Health</i> 106(12), 2131-2136.</p> <p><b>Kiang, L., Witkow, M. R., &amp; Thompson, T. L. (2016).</b> Model Minority stereotyping, perceived discrimination, and adjustment among adolescents from Asian American backgrounds. <i>Journal of Youth Adolescence</i>, 45, 1366-1379.</p>

			<p><b>Han, M., &amp; Pong, H. (2015).</b> Mental health help-seeking behaviors among Asian American community college students: The effect of stigma, cultural barriers, and acculturation. <i>Journal of College Student Development</i>, 56(1), 1-14.</p> <p><b>Nguyen, D. (2012).</b> The effects of sociocultural factors on older Asian Americans' access to care. <i>Journal of Gerontological Social Work</i>, 55(1), 55-71</p>
<p><b>Week 13</b> 11/29</p>	<p><b>HOLIDAY BREAK</b></p>		
<p><b>Week 14</b> 12/6</p>	<p><b>Jewish Descent AND Middle Eastern Descent</b></p>	<p>SHORT ANSWER EXAM</p>	<p><b>Rosen, D. C., Kuczynski, A. M., &amp; Kanter, J. W. (2018).</b> The Antisemitism-Related Stress Inventory: Development and preliminary psychometric evaluation. <i>Psychology of Violence</i>, 8(6), 726.</p> <p><b>Herf, J. (2007).</b> Comparative perspectives on anti-Semitism, radical anti-Semitism in the Holocaust and American white racism, <i>Journal of Genocide Research</i>, 9(4), 575-600.</p> <p><b>Sacks, K. B. (2010).</b> How Jews became White. In Kimmel, M. S., &amp; Ferber, A. L. (Eds.), <i>Privilege: A reader</i> (2nd ed). (87-106). Boulder, CO: Westview Press.</p>

			<p><b>Ali, S. R., Yamada, T., &amp; Mahmood, A. (2015).</b> Relationships of the practice of Hijab, workplace discrimination, social class, job stress, and job satisfaction among Muslim American women. <i>Journal of Employment Counseling</i> 52(4), 146-157.</p> <p><b>Jadalla, A. A., Hattar, M., &amp; Schubert, C. C. (2015).</b> Acculturation as a predictor of health promoting and lifestyle practices of Arab Americans: A descriptive study. <i>Journal of Cultural Diversity</i>. 22(2), 15-22.</p> <p><b>Kimmel et al. (2017)</b> Chapter 20: The Middle Easterner as the Other (Tehranian)</p>
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