The University of Texas at Austin
Steve Hicks School of Social Work

Course Number: SW 381S
Unique Number: 59875
Semester: Fall 2019
Meeting Time: Friday 8:30-11:30am
Classroom: SSW 2.122

Instructor: Sarah McCafferty, LCSW-S
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Office Room Number: SSW 3.104A
Office Hours: Fridays 8-8:30am; Tuesdays 5-
5:30pm or by appointment

FOUNDATIONS OF SOCIAL JUSTICE:
VALUES, DIVERSITY, POWER & OPPRESSION

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 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. Standardized Course Objectives

Upon completion of this course the student will be able to:

1. Critique and apply culturally competent and 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 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

A variety of teaching methods will be utilized, including: lectures, class discussions, experiential exercises, case examples, video presentations, and guest speakers. Details are included in the attached assignment descriptions.

The content of this course has the potential to be emotionally-charged. Guidelines will be established collaboratively by students and the instructor to create a respectful, safe and challenging learning environment.

IV. Required Text and Materials

Fadiman, Anne. (1997). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures.* New York, NY. Farrar Straus & Giroux. (2012 version is also available; either is acceptable)

Johnson, A.G. (2017). *Privilege, power and difference 3rd Edition*. New York, NY: McGraw-Gill.

Additional readings listed on the syllabus will be located in a course packet which can be picked up at Jenn's Copy & Binding, 2518 Guadalupe St, 512-482-0779.

Other readings and handouts may be added during the semester and will be made available either in class or through Canvas. Recommended readings will be made available on Canvas.

V. Course Requirements

Students will be evaluated on the following required assignments, as well as in-class participation and contribution.

1.   Attendance and Participation (10% of grade)
Students are expected to attend all classes, participate meaningfully in class discussion and exercises, and call upon life experiences and course readings for contributions. The ten points for this requirement include attendance (5 total points) and in-class participation (5 total points).

Students will be allowed one (1) absence without excuse or loss of points. Students are requested to notify the instructor in advance when they are going to be absent.

> Criteria for Awarding Attendance and Punctuality Points:
> 0-1 absence = 5 pts
> 2 absences = 3 pts
> 3 absences = 1 pt
> 4 or more absences = 0 pts
> 5 or more absences puts the student in jeopardy of not passing this course.
> Note: Establishing a pattern of *late arrivals or early departures* will cause attendance points to be lowered. 3 or more of these will result in a loss of attendance points. If a student leaves at the break they will be counted absent.

It is important for social workers to be aware of group dynamics including peer groups in which they participate. A portion of the grade for this course will depend on your level of participation and contribution. For some, this means learning to speak up, add to discussions and ask questions. For others, it means taking a step back and allowing others the space to contribute. Students are expected to participate actively in classroom discussion. This means coming to class having completed the readings for that day and bring both your questions and ideas / thoughts / reflections concerning those readings. Because the use of computers often distracts from this productive activity, they are not allowed in this class unless needed for accommodation.

Criteria for Awarding In-Class Participation/Contributions:
> Ongoing, Active Participation & consistently prepared for class =   5 pts
> Some or Intermittent Participation & preparation for class =   4 pts
> Limited Participation & preparation for class =   3 pts

2. Beginning Self Reflective Paper (15% of grade)   **(Due 9/20)**
This first paper will serve as a starting point to analyze one's personal position in relation to social work practice. Further details will be handed out a week before it is due. This paper will be 4-5 pages and must incorporate at least two of the class readings.

3. Midterm Quiz (10% of grade)   **(10/4)**
This in-class midterm will assess information learned through readings, class lectures, and assignments.
4. Social Issue Paper (25% of grade)   **(Due 10/25)**
Students will analyze issues discussed in the <u>The Spirit Catches You and You Fall Down,</u> answering a set of questions that will be distributed in class.

5. Group Presentation (20% of grade)   **(11/15 or 11/22 depending on grp)**
For this presentation, students will be placed in small groups and assigned a topic to research and present to the class. Students will need to explore the challenges that the social justice topic presents and develop a potential solution to said inequity.

A reference page and any presentation materials should be emailed to the instructor before the presentation. Additional details will be provided in class.

6. Final Take Home Exam (20% of grade)   **(Due 12/6)**
The take home exam will cover material from the semester's readings, lectures, and assignments. Instructions will be handed out two weeks in advance.

VI. Grades

GRADUATE GRADING SCALE

94. 0 and above	A	74.0 to 76.999	C
90.0 to 93.999	A-	70.0 to 73.999	C-
87.0 to 89.999	B+	67.0 to 69.999	D+
84.0 to 86.999	B	64.0 to 66.999	D
80.0 to 83.999	B-	60.0 to 63.999	D-
77.0 to 79.999	C+	Below 60.0	F

VII. Class Policies
Assignment Policy
It is important for social work professionals to be punctual in attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Please take note of the following:

- **Assignments are due at the *beginning* of class** on the scheduled day and will be considered late if turned in more than 15 minutes after the beginning of the class period.
- **Students will lose two percentage points per calendar day for late assignments** and will only be accepted in the first week following an assignment's due date. Any adjustments in assignment due dates and/or examination dates MUST be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled date.

Quality of Writing
Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of

information, and subpar work processing. All written assignments must be typed, double-spaced with 12 point font, and follow guidelines for APA format. When using information from other sources, references and bibliography should conform to the current APA style citation. Students are encouraged to consult with the SSW writing consultant for assistance. (http://www.utexas.edu/ssw/dccs/students/graduate-writing-consultations/) Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

Professional Conduct in Class
The instructor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the instructor does require that students engage one another with respect and professionalism.

Attendance/Participation
Attendance and participation for the full three hours of class is expected for all students. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students are to notify the instructor prior to class by email if they cannot attend class due to an illness or emergency.

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.

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

· Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.

· If you require assistance to evacuate, inform the professor in writing during the first week of class.

· In the event of an evacuation, follow the professor's instructions.

· Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. Course Schedule

Week 1:   8/30
Introduction & course overview
No assigned reading

Week 2:   9/6
Developing Cultural Humility

Readings:
- Johnson book, pp. vii – Chapter 2
- Bronson, P. & Merryman, A. (2009, September 5). See Baby Discriminate. *Newsweek. Retrieved from* http://www.newsweek.com/even-babies-discriminate-nurtureshock-excerpt-79233.
- McIntosh, P. (1988). White Privilege: Unpacking the Invisible Knapsack. In P. Rothenberg (Ed.), *Race, Class and Gender in the United States, An Integrated Study, (6th ed.,* pp. 188-192). New York: Worth.

- Tervalon, M. & Murray-Garcia, J. (1998). "Cultural Humility versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education." *Journal of Health Care for the Poor and Underserved,* 9(2), 117-125.

Week 3:   9/13
Social Justice Frameworks

Readings:
- Johnson book, pp. Chapters 3-6
- Ayvazian, A. (2004). Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change. In P.S. Rothenberg (Ed.), *Race, Class, and Gender in the United States*, (6*th ed*., pp. 598-604). New York: Worth.
- Brody, G. (2016). "Family Support Buffers the Physiological Effects of Racial Discrimination", *Observer*, 29(5). Retrieved from http://www.psychologicalscience.org/index.php/news/releases/family-support-buffers-the-physiological-effects-of-racial-discrimination.html.

Recommended:
- Garran, A. & Miller, J. (2015). The Legacy of Racism for Social Work Practice Today and What to Do About it. In K. Corcoran (Ed.), *Social Workers' Desk Reference (3rd ed., pp. 962-968*). New York: Oxford University Press.

Week 4:   9/20
Social Justice Frameworks cont'd   **Beginning Self Reflection Paper Due**

Readings:
- Johnson book, Ch. 7-8
- Harro, B. (2010). The Cycle of Socialization. In M. Adams, W. Blumenfield, C. Castaneda, H. Hackman, M. Peters, X. Zuniga (Eds.), *Readings for Diversity and Social Justice, (2nd ed.,* pp. 45-51). New York: Routledge.

Recommended:
- Omni, M. & Winant, H. (2014). Racial formations. In P. S. Rothenberg (Ed.). *Race, class, and gender in the United States* (9*th ed*., pp. 13-22). New York, NY: Worth Publishers.

Week 5:   9/27
Film: Color of Fear & Class Exercises

Readings:
- Johnson book, Ch. 9 & Epilogue
- Kolivoski, K., Weaver, A, & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for Application in Social Work Practice and Policy. *Families in Society: The Journal of Contemporary Social Services*, 95(4), 269-276.

- Harro, B. (2010). The Cycle of Liberation. In M. Adams, W. Blumenfield, C. Castaneda, H. Hackman, M. Peters, X. Zuniga (Eds.), *Readings for Diversity and Social Justice, (2nd ed.,* pp. 52-58). New York: Routledge.

Recommended:
- Onge, P. (2013). Cultural Competency: Organizations and Diverse Populations. In M. Weil (Ed.). *The Handbook of Community Practice* (*2nd ed.,* pp. 425-444).
- Bell, L. (2010). Theoretical Foundations. In M. Adams, W. Blumenfield, C. Castaneda, H. Hackman, M. Peters, X. Zuniga (Eds.), *Readings for Diversity and Social Justice, (2nd ed.,* pp. 21-27). New York: Routledge.
- Young, I. (2010). Five Faces of Oppression. In M. Adams, W. Blumenfield, C. Castaneda, H. Hackman, M. Peters, X. Zuniga (Eds.), *Readings for Diversity and Social Justice, (2nd ed.,* pp. 35-45). New York: Routledge.

Week 6:   10/4   **Midterm Quiz**
Disability Rights movement
Guest Speaker: Nick Winges-Yanez, PhD., LMSW, Texas Center for Disability Studies

Readings:
- Wendell, S. (2010). The Social Construction of Disability. In M. Adams, W. Blumenfield, C. Castaneda, H. Hackman, M. Peters, X. Zuniga (Eds.), *Readings for Diversity and Social Justice, (2nd ed.,* pp. 477-481). New York: Routledge.

Begin Anne Fadiman text, "The Spirit Catches You and You Fall Down"

Recommended:
- Conrad, P. & Barker, K. (2010). The Social Construction of Illness: Key Insights and Policy Implications. *Journal of Health and Social Behavior, 51*(S), S67-S79.
- Anastasiou, D. & Kaufmann, J. M. (2013). The Social Model of Disability: Dichotomy between impairment and disability. Journal of Medicine and Philosophy, 38, 441–459.

Week 7:   10/11
Immigrant Rights & Assimilation/Acculturation Theoretical Models
Guest Speaker: Hiram Garcia, American Gateways- Legal Advocacy for Immigrant Survivors

Readings:
- Brar-Josan, N. & Yohani, S. (2019). Cultural brokers' role in facilitating informal and formal mental health support for refugee youth in school and community context: a Canadian case study, *British Journal of Guidance & Counselling*, 47:4, 512-523.
- Choi, Y, Tan, K. Yasui, M., & Hahm, H. (2016). Advancing Understanding of Acculturation for Adolescents of Asian Immigrants: Person-Oriented Analysis of Acculturation Strategy Among Korean American Youth. *Journal of Youth and Adolescence*, 45 (7), 1380-1395.
- Segal, U.A. & Mayadas, N.S. (2005). Assessment of Issues Facing Immigrant and Refugee Families. *Child Welfare*, LXXXIV(5), 563-583.

Continue reading Anne Fadiman text

Recommended:
- Singh, N., McKay, J. & Singh, A. (1999). The Need for Cultural Brokers in Mental Health Services. *Journal of Child and Family Studies, 8*(1), 1-10.
- Arbona, C., Olvera, N., Rodriguez, N., Hagan, J., Linares, A. & Wiesner, M. (2010). Acculturative Stress Among Documented and Undocumented Latino Immigrants in the United States. *Hispanic Journal of Behavioral Sciences*, *32*(3), 362-384.
- Jones, S. (2012). Working With Immigrant Clients: Perils and Possibilities for Social Workers. *Families in Society: The Journal of Contemporary Social Services*, 93(1), 47-53.

Week 8:   10/18
Health Equity & Economic Justice
Readings:
- Martinez, O. (2017). Eliminating Mental and Physical Health Disparities Through Culturally and Linguistically Centered Integrated Healthcare. *Journal of Family Strengths,* 17(1), Article 10.
- Blair, I., Steiner, J. & Havranek, E. (2011). Unconscious (Implicit) Bias and Health Disparities: Where Do We Go From Here? *The Permanente Journal*, 15(2): 71-78.
- Tomczak, S. M., & Rofuth, T. W. (2015). Full employment as a permanent policy response to poverty. *Journal of Community Practice,* 23(3-4), 367-391.

Finish Anne Fadiman Book

Recommended:
- Hansen, H., Bourgois, P., & Drucker, E. (2014). Pathologizing poverty: New forms of diagnosis, disability, and structural stigma under welfare reform. *Social Science & Medicine, 103,* 76-83.
- Wilson, K., Hirschi, M., Comeau, M., Bronheim, S., & Bachman, S. (2014). Disparities in Insurance Coverage among Children with Special Health Care Needs: How Social Workers Can Promote Social and Economic Justice. *Health & Social Work.* 39(2), 121-127.
- Massey, D. (2014). Manufacturing marginality among women and Latinos in neo-liberal America. *Ethnic and Racial Studies*, 37(10), 1747-1752.
- Heath, S. (2017) What are the Top Common Social Determinants of Health? *PatientEngagementHIT. Retrieved from: https://patientengagementhit.com/news/what-are-the-top-common-social-determinants-of-health.*

Week 9:   10/25   **Social Issue Paper Due**
Social justice intervention at the micro, mezzo & macro level

Readings:

- Ishizuka, K. & Husain, A. (2015). Anti-oppressive Practices. In K. Corcoran (Ed.), *Social Workers' Desk Reference (3rd ed., pp. 969-980)*. New York: Oxford University Press.
- Kivel, P. (2007). Social Service or Social Change? In INCITE! Women of Color Against Violence (Eds) *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex (*pp. 129-149). Cambridge, MA: South End Press.

Recommended:
- Mullaly, B. (2002). Anti-Oppressive Social Work Practice at the Personal and Cultural Levels. In *Challenging Oppression: A Critical Social Work Approach*, (pp.170-192). Ontario, Canada: Oxford Press.
- Mullaly, B. (2002). Anti-Oppressive Social Work Practice at the Structural Level and Selected Principles of Anti-Oppressive Social Work. In *Challenging Oppression: A Critical Social Work Approach*, (pp.193-211). Ontario, Canada: Oxford Press.
- Minkler, M & Pies, C. (2004). Ethical Issues and Practical Dilemmas in Community Organization and Community Participation. In M. Minkler (Ed.), *Community Organizing and Community Building for Health, (2nd ed.,* pp. 116-133). New Jersey: Rutgers University Press.

Week 10: 11/1
Social justice considerations for the LGBTQI community

Readings:
- Burdge, B. (2007). Bending Gender, Ending Gender: Theoretical Foundations for Social Work Practice with the Transgender Community, *Social Work*, *52*(3), pp. 243-250.
- National Transgender Discrimination Survey Report Executive Summary (on Canvas)
- Wagaman, M.A. (2016). Promoting Empowerment Among LGBTQ Youth: A Social Justice Youth Development Approach, *Child and Adolescent Social Work Journal, 33*(5), pp. 395-405.

Recommended
- Lorber, J. (2010). "Night to His Day": The Social Construction of Gender. In P. Rothenberg (Ed.), *Race, Class and Gender in the United States, An Integrated Study, (6th ed.,* pp. 54-65). New York: Worth.

Week 11:   11/8
No Class- Prep for Group Presentations

Week 12: 11/15
Social justice considerations (topics chosen by class)   **Group Presentations**

Readings:
- Rojano, R. (2004). The Practice of Community Family Therapy. *Family Process*, *43*(1), 59-77.

Week 13:   11/22

Social justice considerations (topics chosen by class)   **Group Presentations**

Readings:
- Desmond, M. (2016). "Prologue" & "Epilogue". In *Evicted: Poverty and Profit in the American City. (p. 1-5; 293-313).* New York: Penguin Random House.

Week 14: 11/29   Thanksgiving Break

Week 15: 12/6 (last class day)   **Take home exam due**
Summary & Action Steps

Readings:
- Freire, P. (1990). "A Critical Understanding of Social Work." *Journal of Progressive Human Services, 1*(1), 3-9.

X. BIBLIOGRAPHY

Ayvazian, A. (2004). Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change. In P.S. Rothenberg (Ed.), *Race, Class, and Gender in the United States*, (6*th ed*., pp. 598-604). New York: Worth.

Bell, L. (2010). Theoretical Foundations. In M. Adams, W. Blumenfield, C. Castaneda, H. Hackman, M. Peters, X. Zuniga (Eds.), *Readings for Diversity and Social Justice, (2nd ed.,* pp. 21-27). New York: Routledge.

Blair, I., Steiner, J. & Havranek, E. (2011). Unconscious (Implicit) Bias and Health Disparities: Where Do We Go From Here? *The Permanente Journal*, 15(2): 71-78.

Brar-Josan, N. & Yohani, S. (2019). Cultural brokers' role in facilitating informal and formal mental health support for refugee youth in school and community context: a Canadian case study, *British Journal of Guidance & Counselling*, 47:4, 512-523.

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