

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

Course Number: SWN381S
Unique Number: 89520
Meeting Time: M/W8:30 -11:00
Classroom: Internet/Zoom

Instructor's Name: Stacey Jordan, MSW
Semester: Summer, 2021
Office Hours: By Appointment
E-mail: stacey.jordan@austin.utexas.edu

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.

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. STANDARDS 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.
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

This course is designed to provide you with a meaningful learning environment. You are expected to complete assigned readings, video viewings, and activities prior to each subsequent module. You are expected to participate in class via your discussion posts. Class attendance (based on your discussion posts) and is required and essential for successful completion of this course. This course will use an electronic Canvas site. Canvas will be used for turning in assignments, grading, and communication between students, the instructor, and the TA.

To reach your class site on Canvas, please go to <http://courses.utexas.edu>. 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 512-475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

IV. REQUIRED TEXTS AND MATERIALS

Skyepack Digital Course Pack: An electronic course materials packet that includes articles and links to videos. Purchase instructions will be provided.

Book: Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Petters, M.L., Zuniga, X. (Eds.). (2018). Readings for diversity and social justice (4th ed.). New York: Routledge.

Additional reading and video links will be assigned and available to you electronically via Canvas.

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.

Late Submissions: There is a 10% penalty for each day past the due date.

Self-Interview: Conduct an interview-style initial assessment of your own ideas and attitudes about diversity, privilege, and oppression. An interview guide is provided on Canvas. Make an audio or a video recording of yourself answering the questions in the interview guide. (video submission approx. 20 minutes long)

Culture Chest Collage: Create a PowerPoint collage that includes the identities assigned to you in society and those that may be invisible using pictures of items that represent those ideas. Please don't include subjects such as past trauma experiences.

Implicit Bias Test Screenshot: An online test that measures bias by revealing implicit associations.

SkyePack Review Questions: The SkyePack chapters are the weekly 'online lecture' for this class. Graded, review questions for each module are required.

Final: Two Sections: 1) Letter to the editor, 2) Ten short answer questions

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. 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. Failure to demonstrate through discussions posts 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 posts.

3. Professional Communication and Interactions: 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 making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability.

4. Assignments and Grades: Assignments should be turned in online on the date they are due, barring serious, unforeseen medical illness or family emergencies. There is a 10% penalty for each day past the due date.

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.

5. 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. A free, online resource for APA formatting can be found here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

6. 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 via Canvas. Students should check their email frequently. Note that some of the links to documents and videos on Canvas may change. Documents, new links or alternate options will be provided.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University’s policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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:

<https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

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.

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 <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

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

The best place to get all the details on assignments, reading, and due dates will be Canvas. Each module will include the information you will need for the week.

Class Days (Mon. & Wed.)	Topic (s)	Assignments
Wed 06/02	What's the problem?	.
Mon 06/07	History of Privilege	Draft - Letter to the Editor
Wed 06/09	Implicit Bias Racism	Self-Interview
Mon 06/14	Structures that Influence Society Classism	Implicit Bias Test Results (submit screenshot)
Wed 06/16	Ways to frame the problems Religious Oppression	Oppression Analysis (Elizabeth and Marco Perez)
Mon 06/21	Cultural Competence Gender Oppression	.
Wed 06/23	Positionality & Intersectionality Gender Oppression (trans* and non- binary)	.
Mon 06/28	Othering & Belonging Heterosexism	Cultural Chest Collage
Wed 06/30	Ableism	.
Mon 07/05	Allying & Allyship	.
Wed 07/07	Age Oppression	.
Mon 07/12	Advocacy	Advocacy Assignment
Wed 07/14		.
Mon 07/19	Age Oppression	Case Analysis Questions (Pt 1)
Wed 07/21	Activism	Case Analysis Questions (Pt 2)
Mon 07/26	What are you going to do?	.
Wed 07/28		Final Letter to the editor

X. BIBLIOGRAPHY

Ahmad, O. (2010). Political change with pen and paper. Retrieved from https://www.ted.com/talks/omar_ahmad_political_change_with_pen_and_paper

Alexander, M. (2012). The new Jim Crow: mass incarceration in the age of colorblindness (Revised edition). New York : [Jackson, TN]: The New Press ; Distributed by Perseus Distribution.

Anti-Palindrome, A. (2016, September 11). This white feminist loved her dreadlocks - here's why she cut them off. Everyday Feminism.

Baldoni, J. (n.d.). Why I'm done trying to be "man enough." Retrieved from https://www.ted.com/talks/justin_baldoni_why_i_m_done_trying_to_be_man_enough

Beckham, A. (2013). We're all hiding something. Let's find the courage to open up. Retrieved from https://www.ted.com/talks/ash_beckham_we_re_all_hiding_something_let_s_find_the_courage_to_open_up

Bell, G. (2013). Theoretical foundations. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Franacis Group.

Bluegate, LLC. (2013). Amazon.com: The Powerbroker: Whitney Young's Fight for Civil Rights: Jr. Henry Louis Gates, Dorothy Height, Manning Marable, Donald Rumsfeld: Amazon Digital Services LLC. Retrieved from https://www.amazon.com/gp/video/detail/B00ESY8CIQ/ref=atv_yvl_list_pr_9

Coates, T.-N. (2009). *The Beautiful Struggle: A Memoir* (Reprint edition). New York: Spiegel & Grau.

Cordova, V. F., & Moore, K. D. (2007). *How it is: The Native American philosophy of V.F. Cordova*. Tucson: University of Arizona Press.

Coyote, I. (2015). Why we need gender-neutral bathrooms. Retrieved from https://www.ted.com/talks/ivan_coyote_why_we_need_gender_neutral_bathrooms

Davis, K. (2005). *A Girl Like Me*.

Dazols, J. C. and L. (2015). This is what LGBT life is like around the world. Retrieved from https://www.ted.com/talks/jenni_chang_and_lisa_dazols_this_is_what_lgbt_life_is_like_around_the_world

Dohrn, B. (2013). Look out kid, it's something you did. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Franacis Group.

Dudley, D. (2010). Everyday leadership. Retrieved from https://www.ted.com/talks/drew_dudley_everyday_leadership

Elworthy, S. (n.d.). Fighting with nonviolence. Retrieved from https://www.ted.com/talks/scilla_elworthy_fighting_with_non_violence

Fields, K. E., & Fields, B. J. (2012). *Racecraft: the soul of inequality in American life*. London ; New York: V erso.

Freire, P. (1972). Education: domestication or liberation? *Prospects*, 2(2), 173–181. <https://doi.org/10.1007/BF02195789>

Garvis, N. (2010). Change our culture, change our world. Retrieved from https://www.ted.com/talks/nate_garvis_change_our_culture_change_our_world

Granderson, L. Z. (n.d.). The myth of the gay agenda. Retrieved from https://www.ted.com/talks/lz_granderson_the_myth_of_the_gay_agenda

Hobson, M. (2014). Color blind or color brave? Retrieved from https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave

Hooks, B. (2013). White poverty. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Franacis Group.

Huey, A. (2010). America's native prisoners of war. Retrieved from https://www.ted.com/talks/aaron_huey

Jensen, R. (2012). Robert Jensen on Talking Radical in a Mainstream World - Occupy The 4th - YouTube. Retrieved January 14, 2019, from <https://www.youtube.com/watch?v=wPgSHGR5kiM>

Johnson, A. G. (2017). *Privilege, power, and difference* (3rd ed). Boston, Mass: McGraw-Hill.
Junot Díaz on Rewriting the Story of America | Moyers & Company. (2012). [Video File]. Retrieved from <https://billmoyers.com/episode/rewriting-the-story-of-america/>

Le, T. (n.d.). My immigration story. Retrieved from https://www.ted.com/talks/tan_le_my_immigration_story

Lippy, C. H. (2013). Christian nation or pluralistic culture. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Francis Group.

Love, B. J. (2013). Developing a liberatory consciousness. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Francis Group.

MacIntosh, P. (2014). White privilege: unpacking the invisible backpack. In P. S. Rothenberg & K. S. Mayhew (Eds.), *Race, Class, and Gender in the United States* (9th ed., pp. 110–117). New York, N.Y.: Worth Publishers.

Miller, J. M. (2014). Domination and subordination. In P. S. Rothenberg & K. S. Mayhew (Eds.), *Race, Class, and Gender in the United States* (9th ed., pp. 110–117). New York, N.Y.: Worth Publishers.

Mokobe, L. (2015). A powerful poem about what it feels like to be transgender. Retrieved from https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender

Morrison, T., & Coates, T.-N. (2017). *The origin of others*. Cambridge, Massachusetts: Harvard University Press.

Moss, H. (2011). *A Brief History of the USA - Bowling for Columbine - Michael Moore* [Video File].

Mthunzi, S. (2016). Sharon "Sahz" Mthunzi. In Z. Muholi (Ed.), *Faces and phases 2006-14* (1st ed., pp. 224–225). Germany: Steidl.

Novogratz, J. (2009). An escape from poverty. Retrieved from https://www.ted.com/talks/jacqueline_novogratz_on_an_escape_from_poverty

Pieterse, E. (2015). Informality as a starting point. In M. Kries & A. Klein (Eds.), *Making Africa: a continent of contemporary design* (1st ed., pp. 58–67). Los Angeles, California: Vitra Design Museum.

Pro Infirmus. (2013). *Because white is perfect*.

- Rauch, J. (2019, February). Don's call me lgbtq. *The Atlantic*, 323(1), 16–18.
- Ricard, M. (2014). How to let altruism be your guide. Retrieved from https://www.ted.com/talks/matthieu_ricard_how_to_let_altruism_be_your_guide
- Separated: Children at the Border. (n.d.). Retrieved January 14, 2019, from <https://www.pbs.org/wgbh/frontline/film/separated-children-at-the-border/>
- Smith, C. (n.d.). The danger of silence. Retrieved from https://www.ted.com/talks/clint_smith_the_danger_of_silence
- Somé, M. P. (1994). *Of water and the spirit: ritual, magic, and initiation in the life of an African shaman*. New York: Putnam.
- Stoesz, D. (2014). Conservatism and social justice. In M. Reisch (Ed.), *The Routledge International Handbook of Social Justice* (1st ed., pp. 147–159). New York, New York: Routledge.
- The Truth Denied. (2012). *Wealth Inequality in America*.
- Therborn, G. (Ed.). (2006). *Inequalities of the world*. London ; New York: Verso.
- West. (2013). Courage. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition, pp. 625– 627). New York: Routledge Taylor & Franacis Group.
- Wright, iO T. (2012). Fifty shades of gay. Retrieved from https://www.ted.com/talks/io_tillett_wright_fifty_shades_of_gay
- Wronka, J. (2014). Human rights as the pillars of social justice. In M. Reisch (Ed.), *The Routledge International Handbook of Social Justice* (1st ed., pp. 216–226). New York, New York: Routledge.
- Young, I. M. (1990). *Justice and the politics of difference*. Princeton, N.J: Princeton University Press.
- Young, S. (2014). I'm not your inspiration, thank you very much. Retrieved from https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much
- Zinn, H., & Arnove, A. (2015). *A people's history of the United States* (Thirty-fifth anniversary edition). New York: HarperPerennial.