

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

Course Number:	SW 325	Instructor:	Diane Rhodes
Unique Number:	61655	Email:	Diane.Rhodes@utexas.edu
Semester:	Fall 2023	Office:	via Zoom
Meeting Time/Place:	Online	Office Phone:	Email please
		Office Hours:	By appointment

The Foundations of Social Justice – Web-based

I. STANDARDIZED COURSE DESCRIPTION

This course focuses on recognizing injustice and constructing socially conscious responses to inequity using generalist social work practice. You will gain skills to identify and communicate about inequality affecting various identities and social statuses. You will understand different forms of marginalization by dominant groups and how unequal power relations adversely affect individuals, groups, and communities. You will also learn about frameworks that support discourse about inequity, marginalization, injustice, and exclusion, including the cycle of socialization, the tension between private troubles and public issues, systemic oppression, human rights, and strategies for socially conscious change. You will have the opportunity to explore your role in the promotion of social, racial, and economic justice.

This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Demonstrate familiarity with the history and heritage of marginalized groups in the United States, including familiarity with the impact of racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status, and intersectional links of oppression.
2. Understand the social construction of difference and how social construction factors into oppression by dominant groups.
3. Analyze basic principles and critiques of various social justice and human rights theories, perspectives, and practices, including, but not limited to, perspectives of anti-racism and anti-oppressive theories, critical theories such as critical race theory, lat-crit and queer-crit, dis-crit, and feminist and narrative theories.
4. Examine anti-racism, centering racialization, using perspectives developed by Black, Indigenous and other scholars of color.
5. Critically examine use of ecological systems theory and strengths-based practice, and analyze factors of these perspectives that support or hinder equity, in the pursuit of social, racial and economic justice.
6. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and other oppressive ideas and actions and suggest strategies for change.
7. Critically examine how experiences of marginalization and oppression are similar and different in countries outside of the United States.
8. Critically examine personal and professional values, cultural perspectives and use of self in ethical, culturally humble, and socially just social work practices and leadership.

9. Identify and apply strategies to mitigate the ways in which historical and current marginalization is manifested in public policy, institutional structures, service delivery (including clinical assessment, planning, and intervention), and social work research.

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 an asynchronous online course with no assigned group meeting times. **Asynchronous work** is comprised of direct instruction designed by your instructor for you to complete independently. These self-paced individual tasks use online platforms, web resources, and activities. You are expected to complete assigned readings, watching, and activities each week. Weekly course work is required and essential for successful completion of this course. Canvas will be used for turning in assignments, grading, and communication between students, the instructor, and the TA.

Use of Canvas: The professor uses Canvas, the University's learning management system. Each module <PAGE> contains links to the resources curated specifically for your learning. If you do not have a personal computer with personal Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, other spots on campus and public libraries.

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

Course Modification: To ensure achievement for course objectives, the professor reserves the right to

make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided.

IV. REQUIRED TEXT AND MATERIALS

Subscription to Skyepack (digital textbook)

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

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

V. COURSE REQUIREMENTS

SkyePack Review Questions

The SkyePack chapters are built specifically for this class by your instructor and comprise part of the weekly ‘online lecture’ for this class. Therefore, review questions for all the modules are required.

Self-Assessment

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. 1 hour long)

Collage Portrait and Gallery

Create a culture storyboard narrating ‘identities’ assigned to you in society and those that may be invisible by illustrating your story with pictures of items that represent those ideas and putting together a collage.

Argument Map of an Op-Ed

Map the arguments progression in an opinion/editorial chosen from the New York Times on an issue that is important to you.

Implicit Bias Test Screenshot

You will take the Harvard Project Implicit race inventory and one other inventory and capture a screenshot of the results to upload to Canvas.

Discussion Boards

In Context

Apply what you have learned via an interpretation of an advertisement (1 referenced advertisement + 2 pages)

Social Justice Common Assignment

Create a social identity map. Experience and reflect upon an event outside your cultural norms. Includes the common evaluation instrument for this course.

Assignment	pts
Discussion Post: Introduce yourself	
Self-Interview	5
SkyePack Quizzes	20
Screenshot of IB test results	5
Collage Portrait	5
Collage Portrait Reflection	5
Argument Map Due	15
Accessibility Tour Quiz Due	15
In Context Reflection Paper	10
Advocacy Discussion Board	5
Social Justice Common Assignment	15

Note: A detailed introduction and explanation of assignments, including examples, is in Canvas.

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

This is an asynchronous online course. You are responsible for organizing and completing your coursework.

Guide for work turned in:

- Your work must be clear. Using format and composition, ensure your work is understandable to readers.
- It also needs evidence of your original thoughts; including elements of critical thinking:
 - Reflection
 - Analysis
 - Acquisition of information
 - Creativity
 - Structuring arguments
 - Decision making

- Commitment
- Debate
- You must give credit to outside sources for any materials used in your assignments. Social work uses APA formatting to do this. If you are unfamiliar, or use another system, notify the instructor.

Note: social work majors need a final grade of a 'C'- or above to progress to following courses in the major

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.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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 HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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.

GRADING SCALE

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

IX. Course Schedule

Week	Topic	To Read/Watch	Assignments Due
1	Introductions & Syllabus Review		
2	What's the problem?	Skyepack Module 1 Courage_West Johnson Ch.1-2	Discussion Post: Introduce yourself
3	History of Privilege	Skyepack Module 2 Unpacking the Invisible Knapsack_MacIntosh Johnson Ch3-4 *Zinn: Ch's 1-4/23-26	Self-Interview
4	Cycles of Socialization	Skyepack Module 3 Jean Baker Miller: Domination and Subordination	Screenshot of IB test results
5	Implicit knowledge	Skyepack Module 4 * Don't Call Me LGBTQ_Rauch The Rules_Robertson	Collage Portrait Due
6	Structures that Influence Society	Skyepack Module 5 * V.F. Cordova : America * Some: Grandfather's funeral	
7	Ways to frame the problems	Skyepack Module 6 Fields & Fields: Racecraft – Introduction Marcos Doesn't Live Here Anymore Discussion Boards	Discussion boards

8	Cultural Competence	Skyepack Module 7 Annah Anto-Pallindrome: This white feminist loved her dreadlocks- here's why she cut them off *Johnson 5 & 6	Accessibility Tour Reflection
9	Positionality & Intersectionality	Skyepack Module 8 "Christian Privilege" *Essay_Sharon 'Shaz' Mthunzi *Johnson 7	Collage Portrait Reflection Due
10	Othering & Belonging	SkyePack Module 9	Argument Map
11	Awake	Skyepack Module 10 Wronka: Human rights as the pillars of social justice *Johnson 8 & 9, Epilogue	In Context Reflection Paper
12	Ally	Skyepack Module 11 America's Untouchables	
13	Advocate	Skyepack Module 12	Advocacy Discussion
14	Activism	Skyepack Module 13 & 14 How bad will climate change get?	
15			Final Reflection Paper

IX. 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_o_pen_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/BooESY8CIQ/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: Verso.
- 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 pluralitic culture. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Franacis Group.

Love, B. J. (2013). Developing a liberatory consciouness. In M. Adams (Ed.), *Readings for diversity and social justice* (Third edition). New York: Routledge Taylor & Franacis 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. (2006). 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 who 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.