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

Course Number: SW 381S　　　Instructor's Name: Cory Morris, MSW
Unique Number: 61810　　　　Semester: Fall 2023
Meeting Time: T 5:30 - 8:30 PM　　Office Hours: By Appointment
Classroom: SSW 2.132　　　　　E-mail: cory.morris@austin.utexas.edu

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

I. STANDARIZED COURSE DESCRIPTION

This course focuses on the origins and impacts of social, racial, economic, and environmental injustices and introduces students to actions to dismantle systems of oppression. A core emphasis is on the development of advocacy skills for diversity, equity, inclusion, and belonging at the micro, mezzo, and macro levels. Through self-reflection and collective learning, this course provides students with a shared language and structural analysis of racial inequity and oppression across social identities. These include race, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status. Course materials and activities lift counternarratives to emphasize the lived experiences of marginalized populations and intersectionality. Students will understand how marginalization from the dominant culture adversely affects individuals, groups, and populations. Students will explore the social construction of whiteness and understand the power and leverage it holds within society and the social work profession, identifying the systemic impact of anti-black racism. A variety of frameworks, including, but not limited to, ecological systems theory, critical race theory, feminist theory, the strengths-based perspective, and other theories with an anti-oppressive and antiracist focus will be used to support discourse on the social construction of race, cycle of socialization, systemic oppression, and strategies for community advocacy. In a collaborative learning community, students will develop their professional use of self and explore their role in promoting social, racial, economic, and environmental justice in assessment, planning, access to resources, research, and policies. Students will have an expanded understanding of the foundations of a socially just society and learn antiracist strategies to dismantle oppressive systems.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Engage in intentional practice to interrogate personal biases and assumptions related to intersectional identities and commit to this as a life-long process.

2. Explore the inherent power social work holds as a field and name social workers' responsibility to manage their capacity to gatekeep and create harm.

3. Analyze how various societal factors, such as capitalism, patriarchy, and ethnocentrism create and maintain structural oppression and power differentials.

4. Learn to build on and mobilize the resilience and strengths of clients and populations relegated to the margins, centering clients and populations as experts in their lived experience, to dismantle systems of oppression in social work practice.

5. Develop skills to navigate essential conversations about race and racism and incorporate antiracist principles into practice.

6. Identify and compare various historical and current social justice movements.

EPAS Competencies
The Steve Hicks School of Social Work (SHS) has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the SHS 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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Behavior 2a: Advocate for human rights at the individual, family, group, organizational, and community system levels
Behavior 2b: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Behavior 3a: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
Behavior 3b: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

III. TEACHING METHODS
This course is designed to include a variety of teaching and learning methods to achieve the course objectives. Course content is covered through reading, listening, thinking, and discussing socially just social work practice. Each class session will focus on a set of materials found in a

module in Canvas. Students are expected to complete readings and any other assigned content prior to class each week. Class sessions will be devoted to focused discussions that flow from assigned readings and supplemental materials prepared for the class. Students are expected to ask questions, share experiences, and actively participate in class discussions through available canvas and classroom forums. In addition, the class will include small group experiential learning, videos to generate discussion, and potential guest speakers who have lived experience, and/or work in agency and/or community-based settings. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles.

To reach your class site on Canvas, please go to https://utexas.instructure.com/courses/1375514. 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. TEXTS AND MATERIALS

Benner, K., Loeffler, D. N., & Pope, N. D. (2022). *Social, economic, and environmental justice: Building social work practice skills*. Springer Publishing Company, LLC.

Additional reading, video links, discussion questions, and other activities and assignments will be assigned and available to you electronically via Canvas.

V. COURSE REQUIREMENTS

Assignment: Common Assignment Targeting EPAS Competencies

The common assignment for this course consists of two major parts. Part A is a social mapping exercise that requires you first read the Jacobson and Mustafa article about social identity mapping, and then, using the mapping tool (there is an editable map template in canvas for this assignment), create your own map (see examples in the Jacobson and Mustafa article). Part B requires you to attend an event and reflect upon the experience. More detailed instructions are below.

Part A
- Use Jacobson and Mustafa's Social Identity Mapping Tool (2019) to create your own social identity map. (Pg. 4 of the article describes how to fill out the map.)
- https://journals.sagepub.com/doi/pdf/10.1177/1609406919870075
- Use your social identity map to write your positionality statement.
- Submit your social identity map, positionality statement and reflection on your positionality statement.

- Possible questions to reflect on:
    - In which identities do you hold privilege/power? Which do you not hold privilege/power?
    - Which identities that you choose to put in the social identity map surprised you?
    - Were you aware of how each identity chosen impacts your life and the emotions behind it? Explain.

Part B:
Directly observe and experience communities, organization, and individuals that may be outside of your cultural norms by attending an event. Reflect on your positionality as an attendee of the event. Write a 2 to 3 page self-reflection essay with the following components:
- Brief historical background of community of observation:
    - Demographics
    - Scope oppression
        - Impact of inequity on the community (e.g., health outcomes, arrests/incarceration, economic outcomes.)
        - Protective legislation or lack thereof.
- Reflection on how your positionality impacted your experience of the event and how it may have impacted members of the community who observed your presence.
- Provide examples of actions at the micro, mezzo, and macro level that can be used to promote positive change and justice for this community.

Social event examples:
- Art gallery featuring artists of color
- Meeting sponsored by an advocacy organization
- Lecture sponsored by an advocacy organization
- Protest rally

Assignment: Discussion Questions in Canvas
Students will have opportunities to engage in discussion questions via canvas and should engage with other students to demonstrate understanding and application of course concepts and in practicing self-reflection.

Assignment: Modules Completion
Students will also have opportunities to engage in module asynchronous activities in canvas for learning opportunities.

Class Attendance
Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

Students are responsible for checking CANVAS and reaching out to peers for any information and class notes missed.

Due Dates & Grading

Assignment		% Of Course Grade	Due Date
Common Assignment Part A		25%	Sept. 26
Common Assignment Part B		25%	Nov 28
Discussion Questions & Module Asynchronous activities in canvas		20%	Ongoing
Common Assignment Part B Presentation		15%	Nov 7, 14, 28
Attendance and Participation		15%	Ongoing
	Total	100%	

VII. CLASS POLICIES

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.

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.

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.

Electronic Devices – Laptops and handheld computers may be used during class in silent mode to support notetaking and learning. Students are expected to refrain from texting, browsing other sites, or answering emails while in class; and are expected to contribute to a distraction-free environment focused on classroom learning.

Assignment Deadlines and Late Submissions - Assignments should be turned in online on the date they are due, barring excused late submission from professor. Assignment due dates are noted in canvas.

Writing Style - Certain assignments will require students to follow APA 7th Edition guidelines regarding professional writing (cover page, running head, in-paper references, bibliography). Students are encouraged to access UT resources through the University Writing Center to review papers: http://uwc.utexas.edu/.

Students can use Purdue University online resources to help guide APA formatting: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

CANVAS - All assignments, relevant instructions, grades, and announcements will be posted through shared class CANVAS page. Students will be expected to maintain their UT provided emails to continue to receive timely communications regarding class or assignments.

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.

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

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.

SEEJ = Social, Economic, and Environmental Justice Textbook by Benner, et. (2022)

Course Schedule is subject to change by the Professor. Students will be notified of changes promptly.

Date:	Topic	Readings & Resources	Assignments Due
Aug 22	**Semester Overview**		Canvas Module 1
Aug 29	**Power, Privilege, & Oppression** Frameworks & Theories Rights-based/justice-driven social work practice	SEEJ, Chapters 1, 2, 3	Canvas Module 2
Sept 5	**Systems of Oppression** History of "Whiteness" Positionality & Intersectionality Othering & Belonging	SEEJ Chapters 13	Canvas Module 3
Sept 12	**Racial Justice:** Internalized, Interpersonal, Institutional Structural Racism Indigenous Resistance Anti-Blackness / Colorism	SEEJ, Chapters 5, 6, 11	Canvas Module 4
Sept 19	**Economic Justice & Environmental Justice** Capitalism Classism Gentrification	SEEJ, Chapter 4, 9, & 10, 12	Canvas Module 5
Sept 26	No class		**Social Identity Map Due**
Oct 3	**Disability Justice** Ableism	SEEJ Chapters 7 & 8	Canvas Module 6
Oct 10	**Immigrant Justice** Xenophobia & Nativism Religious Oppression	Articles in Canvas	Canvas Module 7
Oct 17	**Reproductive Justice** Sexism, Sizeism & Fatphobia	Articles in Canvas	Canvas Module 8

Oct 24	**LGBTQIA+ Justice**	Articles in Canvas	Canvas Module 9
Oct 31	**Healing Justice & Community Organizing**	SEEJ Chapters, 14, 15	Canvas Module 10
Nov 7	**Presentations**		**Presentations for Common Assignment B**
Nov 14	**Presentations**		**Presentations for Common Assignment B**
Nov 21	No class		
Nov 28	**Last Class** Wrap up presentations & course objectives		**Presentations for Common Assignment B** **All assignments due.**

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

Alexander, M. (2012). The color of justice*. In The New Jim Crow: Mass incarceration in the age of the colorblindness* (97-104). New York: The New Press.

Ali, S. R., Yamada, T., & Mahmood, A. (2015). Relationships of the practice of Hijab, workplace discrimination, social class, job stress, and job satisfaction among Muslim American women. *Journal of Employment Counseling, 52*(4), 146-157.

Arbona, C., et al. (2010). Acculturative stress among documented and undocumented Latino immigrants in the United States. *Hispanic Journal of Behavioral Sciences, 32*(3), 362-384.

Armstrong, E. A., & Crage, S. M. (2006). Movements and memory: The making of the Stonewall myth. *American Sociological Review, 71*(5), 724-751.

Burdge, B. J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community*. Social work, 52*(3), 243-250.

Carney, N. (2016). All lives matter, but so does race: Black lives matter and the evolving role of social media. *Humanity and Society, 40*(2), 180-199.

Chapman, E. N., Kaatz, A., & Carnes, M. (2013). Physicians and implicit bias: how doctors may unwittingly perpetuate health care disparities. *Journal of General Internal Medicine, 28*(11), 1504-1510.

Corley, N. A., & Young, S. M. (2018). Is Social Work Still Racist? A Content Analysis of Recent Literature. *Social Work*

Cuevas, A. G., Dawson, B. A., & Williams, D. R. (2016). Race and skin color in Latino health: An analytic review. Am J Public Health 106(12), 2131-2136.Davis, L. E. (2016). *Why are they angry with us? Essays on race*. Chicago: Lyceum Books.

DeLuca, K. M., Lawson, S., & Sun, Y. (2012). Occupy Wall Street on the public screens of social media: The many framings of the birth of a protest movement. *Communication, Culture, and Critique, 5*(4), 483-509.

Fairchild, E. E., & Blumenfeld, W. J. (2007). Traversing Boundaries: Dialogues on Christian Privilege, Religious Oppression, and Religious Pluralism among Believers and Non-Believers. *College Student Affairs Journal, 26*(2), 177-185.

Fennig, M., & Denov, M. (2018). Regime of Truth: Rethinking the Dominance of the Bio-Medical Model in Mental Health Social Work with Refugee Youth. *The British Journal of Social Work.*

Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education, 34*(2), 165-181.

Gill, R. (2014). Unspeakable inequalities: Post feminism, entrepreneurial subjectivity, and the repudiation of sexism among cultural workers. *Social Politics: International Studies in Gender, State & Society, 21*(4), 509-528.

Hammond, R. A., & Axelrod, R. (2006). The evolution of ethnocentrism. *Journal of conflict resolution, 50*(6), 926-936.

Harman, M. (2017). The interaction of culture, self-perception, and depression in Native American youth. Michigan Sociological Review, 31, 152-172.

Han, M., & Pong, H. (2015). Mental health help-seeking behaviors among Asian American community college students: The effect of stigma, cultural barriers, and acculturation. *Journal of College Student Development, 56*(1), 1-14.

Hancock, T. U., Waites, C., & Kledaras, C. G. (2012). Facing structural inequality: students' orientation to oppression and practice with oppressed groups. Journal of Social Work Education, 48(1), 5-25.

Herf, J. (2007). Comparative perspectives on anti-Semitism, radical anti-Semitism in the Holocaust and American white racism. *Journal of Genocide Research, 9*(4), 575-600.

Hinrichsen, G. A., Kietzman, K. G., Alkema, G. E., Bragg, E. J., Hensel, B. K., Miles, T. P., . . . Zerzan, J. (2010). Influencing public policy to improve the lives of older Americans. *The Gerontologist, 50*(6), 735-743.

Hollington, A., Salverda, T., Schwarz, T., & Tappe, O. (2015). *Concepts of the Global South.* Global South Studies Center Cologne.

Hook, J. N., Davis, D. E., Owen, J., Worthington Jr, E. L., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology, 60*(3), 353.

Johnston-Goodstar, K. (2013). Indigenous youth participatory action research: Re-visioning social justice for social work with indigenous youths. *Social Work, 58*(4) 314-320.

Jackson, K. F., & Hodge, D. R. (2015). Native American youth and culturally sensitive interventions: A systematic review. *Research on Social Work Practice, 20*(3), 260-270.

Jadalla, A. A., Hattar, M., & Schubert, C. C. (2015). Acculturation as a predictor of health promoting and lifestyle practices of Arab Americans: A descriptive study. *Journal of Cultural Diversity, 22*(2), 15-22.

Jones, S. (2012). Working with immigrant clients: perils and possibilities for social workers. *Families in Society, 93*(1), 47-53.

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

Kiang, L., Witkow, M. R., & Thompson, T. L. (2016). Model Minority stereotyping, perceived discrimination, and adjustment among adolescents from Asian American backgrounds. *Journal of Youth Adolescence, 45*(7), 1366-1379.

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.

Locklear, E.A. (2012). Native American mascot controversy and mass media involvement: How the media play a role in promoting racism through Native American athletic imagery. *Explorations*, 152-159.

Lopez, W. D., LeBrón, A. M., Graham, L. F., & Grogan-Kaylor, K. (2016). Discrimination and depressive symptoms among Latina/o adolescents of immigrant parents. International Quarterly of Community Health Education, 36(2), 131-40

Mcauliffe, G. J., Grothaus, T., Jensen, M., & Michel, R. (2012). Assessing and promoting cultural relativism in students of counseling. *International Journal for the Advancement of Counselling, 34*(2), 118-135.

Mueller, A., James, W., Abrutyn, S., & Levin, M. (2015). Suicide ideation and bulling among US adolescents: Examining the intersections of sexual orientation, gender, and race/ethnicity. *American Journal of Public Health, 105*(5), 980-985.

Musto, M., Cooky, C., & Messner, M. A. (2017). "From Fizzle to Sizzle!" Televised Sports News and the Production of Gender-Bland Sexism. *Gender & Society, 31*(5), 573-596.

Nam, Y. & Jung, H.J. (2008). Welfare reform and older immigrants: Food stamp program participation and food insecurity. *The Gerontologist, 48*(1), 42-50.

National Association of Social Workers. (2001). *NASW standards for cultural competence in social work practice.* National Association of Social Workers.

Nelson, T.D. (2005). Ageism: Prejudice against our feared future self. *Journal of Social Issues, 61*(2), 207-221. Nguyen, D. (2012). The effects of sociocultural factors on older Asian Americans' access to care. *Journal of*

Gerontological Social Work, 55(1), 55-71.
 Pegram, K., Brunson, R. K., & Braga, A. A. (2016). The doors of the church are now open: Black clergy,

Collective efficacy, and neighborhood violence. *City & Community, 15*(3), 289-314.

Polack, R., & Chadha, J. (2004). An emerging approach to teaching global social justice issues. *Critical Social Work, 5*(1).