

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

<b>Course Number:</b>	SW 381S	<b>Instructor:</b>	Jillian Landers, PhD, LMSW
<b>Unique Number:</b>	60945	<b>Email:</b>	Jillian.Landers@austin.utexas.edu
<b>Semester:</b>	Fall 2024	<b>Office Hours:</b>	Thursdays, 5pm – 6:30pm or by appointment
<b>Meeting Time:</b>	Tuesdays, 5:30pm-8:30pm		
<b>Classroom</b>	PAR 308		

**SW 381S - FOUNDATIONS OF SOCIAL JUSTICE: VALUES, DIVERSITY, POWER & OPPRESSION**

**I. STANDARDIZED 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](http://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 TEXT AND MATERIALS

- Required text: Adams, M., Blumenfeld, W.J., Catalano, D. C., DeJong, K., Hackman, H.W., Hopkins, L.E., Love, B. J., Peters, M.L., Shlasko, D. & Zuniga, X. (4<sup>th</sup> Ed). *Readings for diversity and social justice*. Routledge.
- Selected readings: Additional readings and materials from other books, journals, and media will also be assigned and will be available either on UT Canvas or electronically through the UT Library.

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

#### V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements:

##### 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

### **Common Assignment Part B Presentation**

You will present a brief 15-minute presentation describing the event they attended and highlighting what they learned. Students can include pictures or materials from the event to describe their experience to the class.

### **Canvas Discussion Posts**

At the beginning of the semester, you will have the opportunity to create a self-care plan and post it in the discussion section via Canvas. Then at the end of the semester, you will have the opportunity to reflect on their role as an advocate. For both posts, you will thoughtfully comment on at least two other students' posts.

Canvas Discussion Post #1: Self-care Plan

Canvas Discussion Post #2: Advocacy Plan

### **Class Discussion Facilitation**

You will work with one of your colleagues to facilitate a 20-30 minute class discussion on content in one of the course modules. Your discussion will draw on readings and asynchronous materials covered in the module, though you can also incorporate other materials and activities that engage your colleagues in applying content. You will use social justice, anti-racist, and anti-oppressive lenses to explore the connection between the injustices incorporated in the readings and asynchronous materials for that week and ways to advocate for a change in practice or policy to address identified injustices.

### **Attendance & Participation**

Class attendance is expected, and engaging in the class is crucial to this course. 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**

<b>Assignment</b>	<b>% of Course Grade</b>	<b>Due Date</b>
Common Assignment Part A Social Identity Map	20%	Sept. 24th
Common Assignment Part B Self-Reflection Essay	25%	Dec. 3rd
Canvas Discussion Posts x2	20%	Sept. 3, Nov. 5
Class Discussion Facilitation	10%	Depends on topic
Common Assignment Part B Presentation	15%	Nov. 12, 19 & Dec. 3
Attendance and Participation	10%	Ongoing
<b>Total</b>	100%	

## **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**

**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](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

### Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				<i>*minimum to pass course</i>		Below 60.0	F

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**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.

**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>.

## **Steve Hicks School of Social Work Policies**

---

**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.

**Classroom Confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**Unanticipated Distress.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of



their choosing, including the UT Counseling and Mental Health 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.

## **Resources, Prevention of Discrimination, and Safety**

---

**Disability Accommodation 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: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**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.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**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.

**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

Date	Topic	Assignment/Task Due	Readings
Aug. 27	Semester Overview Shared Language Self-care Cultural Competence	<i>Review Syllabus &amp; Canvas</i>	Week 1 Module
Sept. 3	Identity & Social Location Social Construction of Difference	<i>Canvas Discussion post #1: Self-care Plan</i>	Week 2 Module
Sept. 10	Power & Privilege Systems of Oppression Religious oppression	<i>Discussion Facilitation preference sheet</i>	Week 3 Module
Sept. 17	Racial Justice	<i>Social Identity Map Discussion Facilitation Group A</i>	Week 4 Module
Sept. 24	Economic Justice Classism	<i>Discussion Facilitation Group B</i>	Week 5 Module
Oct. 1	Disability Justice Ableism Ageism	<i>Discussion Facilitation Group C</i>	Week 6 Module
Oct. 8	Immigrant Justice Xenophobia Nativism	<i>Discussion Facilitation Group D</i>	Week 7 Module

Oct. 15	Women's Justice Sexism	<i>Discussion Facilitation Group E</i>	Week 8 Module
Oct. 22	LGBTQIA+ Justice	<i>Discussion Facilitation Group F</i>	Week 9 Module
Oct. 29	Environmental Justice	<i>Discussion Facilitation Group G</i>	Week 10 Module
Nov. 5	Election Day No Class  Communal Justice & Community Organizing Voting Rights	<i>Canvas Discussion post #2: Advocacy Plan</i>	Week 11 Module
Nov. 12	Presentations	<i>Presentations for Common Assignment B</i>	
Nov. 19	Presentations	<i>Presentations for Common Assignment B</i>	
Nov. 26	Fall Break/ Thanksgiving No Class		
Dec. 3	Last Class  Wrap up presentations	<i>Presentations for Common Assignment B</i>  <i>Part B Self-reflection essay</i>	

## X. BIBLIOGRAPHY

- Abramovitz, M. (2017). *Regulating the lives of women: Social welfare policy from colonial times to the present* (3<sup>rd</sup> ed.). Routledge.
- Abrams, I. & Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education* (45)2, 245-261. DOI: 10.5175/JSWE.2009.200700109.
- Abrams, L. & Terry, D. (2017). *Everyday desistance: The transition to adulthood among formerly incarcerated youth*. Rutgers University Press.
- Adler, K. & Burnes, D. (2023). *When we walk by: Forgotten humanity, broken systems, and the role we can each play in ending homelessness in America*. North Atlantic Books.
- Adams, M., Blumenfeld, W.J., Catalano, D. C., DeJong, K., Hackman, H.W., Hopkins, L.E., Love, B. J., Peters, M.L., Shlasko, D. & Zuniga, X. (4<sup>th</sup> Ed). *Readings for diversity and social justice*. Routledge.
- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New Press. Ambrosino, R.A., Ambrosino, R. J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8<sup>th</sup> ed.). Cengage.
- Béland, D., Morgan, K., Obinger, H., & Pierson, C. (Eds.) (2022). *The Oxford handbook of the welfare state* (2<sup>nd</sup> ed.). Oxford University Press.
- Benner, K., Loeffler, D.N. & Pope, N.D. (2022). *Social, economic, and environmental justice: Building social work practice skills*. Springer.
- Barusch, S. (2017). *Foundations of social policy: Social justice in human perspective* (6<sup>th</sup> ed.). Cengage. Birkland, T.A. (2019). *An introduction to the policy process: Theories, concepts, and models of public policy making* (5e). Routledge.
- Bolter, J. (2022). Immigration has been a defining, often contentious, element throughout U.S. history. *Migration Policy Institute*.
- Brown, L., Langanegger, J.A., Garcia, S., Lewis, T.A., Biles, R., & Rynbrandt, R. (2021). *Practicing Texas politics* (18<sup>th</sup> ed.). Cengage.
- Cantu, F. (2018). *The line becomes a river: Dispatches from the border*. Riverhead Books. . Chang-Muy, F., & Congress, R. (Eds.) (2023). *Social work with immigrants and refugees: Legal issues, clinical skills, and advocacy*. Springer.
- Chapin, R.K., & Lewis, M. (2023). *Social policy for effective practice: A strengths approach* (6<sup>th</sup> ed.). Routledge.
- Coates, T. (2015). *Between the world and me*. Spiegel and Grau.

- Corley, N.A. & Young, S.M. (2018). Is social work still racist? A content analysis of recent literature. *Social Work*.
- Cornejo Villavicencio, K. (2020). *The undocumented Americans*. One World.
- Crenshaw, K. W. (1995). Mapping the margins: Intersectionality, identity politics, and violence against women of color. In K. Crenshaw, N. Gotanda, G. Peller & K. Thomas (Eds.). *Critical race theory: The key writings that formed the movement*. New Press.
- Dawidoff, N. (2022). *The other side of Prospect: A story of violence, injustice, and the American city*. Norton.
- Delgado, R. & Stefancic, J. (2017). *Critical race theory: An introduction*. New York University Press.
- DeLuca, S., Blosnich, J., Hentshel, El, & Amen, S. (2016). Mental health care utilization: How race, ethnicity and veteran status are associated with seeking help. *Community Mental Health Journal* 2 (52), 174-179.
- DeLuca, S., Clampet-Lundquist, S., & Edin, K. (2016). *Coming of age in the other America*. Russell Sage Foundation.
- Desmond, M. (2023). *Poverty, by America*. Crown.
- Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. Crown.
- Dettlaff, A. (2023). *Confronting the racist legacy of the American child welfare system*. Oxford University Press.
- Diangelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.
- Edelman, P. (2017). *Not a crime to be poor: The criminalization of poverty in America*. New Press. Edin, K. & Shaefer, L. (2016). *Two dollars a day: Living on almost nothing in America*. Houghton Mifflin Harcourt.
- Edin, K., Shaefer, H.L., & Nelson, T.J. (2023). *The injustice of place: Uncovering the legacy of poverty in America*. Mariner.
- Einbinder, S. (2019). Reflections on importing critical race theory into social work: The state of social work literature and students' voices. *Journal of Social Work Education* 56(2), 327-340.
- Elliott, A. (2021). *Invisible child: Poverty, survival and hope in an American city*. Random House.
- Engler, M. & Engler, P. (2016). *This is an uprising: How nonviolent revolt is shaping the twenty-first century*. Nation Books

- First, L. & Kemper, A. (2018). The effects of toxic stress and adverse childhood experiences at our southern border: Letting the published evidence speak for itself. *American Academy of Pediatrics News*.
- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, 57(2–4), 80–107.
- Genaidy, A., Huston, R., Dionysiou, D., & Karwowski, W. (2017). A system-of-systems framework for improved human, ecologic and economic well-being. *Sustainability*, 9(4), 616.
- Gillborn, D. (2015). Intersectionality, critical race theory, and the primacy of racism: Race, class, gender, and disability in education. *Qualitative Inquiry* (21(3), 277-287.
- Gonzales, R. (2016). *Lives in limbo: Undocumented and coming of age in America*. University of California.
- Gorman, A. (2021). *Call us what we carry*. Viking.
- Goyal, N. (2023). *Live to see the day*. Metropolitan Books.
- Greenfield, E. A. (2012). Using ecological frameworks to advance a field of research, practice, and policy on aging-in-place initiatives. *The Gerontologist*, 52(1), 1-12.
- Hannah-Jones, N., Roper, C., Silverman, I. & Silverstein, J. (2021). *The 1619 Project: A new origin story*. One World.
- Ioakimidis, V. & Wyllie, A. (Eds). (2023). *Social work's histories of complicity and resistance: A tale of two professions*. Bristol University Press.
- Furman, R., Ackerman, A. R., Loya, M., Jones, S., & Egi, N. (2012). The criminalization of immigration: Value conflicts for the social work profession. *Journal of Sociology and Social Welfare*, 39(1), 169–185.
- 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.
- Jager, A., & Vargas, D. (2023). *Welfare for markets: A global history of basic income*. University of Chicago.
- Jansson, B. (2018). *Becoming an effective policy advocate: From policy practice to social justice* (8<sup>th</sup> ed.). Cengage.

- Jansson, B. (2018). *Reluctant welfare state* (9<sup>th</sup> ed.). Brooks Cole Wadsworth Learning.
- Jansson, B. (2020). *Social welfare policy and advocacy: Advancing social justice through 8 policy sectors* (2<sup>nd</sup> ed.). Sage.
- Hannah-Jones, N. (2021). *The 1619 Project. Born on the water*. Kokila.
- Harris, N.B. (2018). *The deepest well: Healing the long-term effects of childhood adversity*. Houghton Mifflin Harcourt.
- Hill, M. (2016). *Nobody: Casualties of America's war on the vulnerable, from Ferguson to Flint and beyond*. Atria Press.
- Hoefler, R. (2019). *Advocacy practice for social justice* (4<sup>th</sup> ed.). Oxford University Press.
- Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. University of California.
- Jenkins, M. (2018). *This will be my undoing: Living at the intersection of black, female, and feminist in (white) America*. Harper.
- Johnson-Ahorlu, R.N. (2017). Efficient social justice: How critical race theory can inform social movement strategy development. *Urban Renewal* 49, 729-745.
- Karger, H.J., & Stoesz, D. (2018). *American social welfare policy: A pluralist approach* (8<sup>th</sup> ed.).
- Pearson. Keller, B. (2022). *What's prison for? Punishment and rehabilitation in the age of mass incarceration*. Columbia Global Reports.
- Kemp, S. & Brandwein, R. (2010). Feminisms and social work in the United States: An intertwined history. *Affilia* 25(4), 341-364.
- Kiang, L., Witkow, M.R., & Thompaon, T.L. (2016), Model minority stereotyping, perceived discrimination, and adjustment among adolescents from Asian American backgrounds. *Journal of Youth Adolescence*. 45(7), 1366-1379.
- Kiehne, E. (2016). Latino critical perspective in social work. *Social Work* 61(2), 119-126.
- Koehn, S., Neysmith, S., Kobayash, K., & Khamisa, H. (2013). Revealing the shape of knowledge using an intersectionality lens: Results of a scoping review on the health and health care of ethnocultural minority adults. *Aging and Society*, 33(3), 437-464.
- Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policy. *Families in Society* 95(4), 269-276.
- Kondi, I.X. (2019). *How to be an antiracist*. One World.
- Kum, S. (2017). Gay, gray, black, and blue: An examination of some of the challenges faced by older LGBTQ people of color. *Journal of Gay & Lesbian Mental Health*, 21(3), 228–239.



- Land, S. (2019). *Maid: Hard work, low pay, and a mother's will to survive*. Hachette Books.
- Larkin, H., Aykanian, A., & Streeter, C. (Eds.). (2019). *Homelessness prevention and intervention in social work: Policies, programs, and practices*. Springer.
- Kim, J. (2017). "You can't run into a burning building without getting burned yourself": An ecological systems perspective of parents choosing out-of-home care for an intercountry adopted child. *Families in Society: Journal of Contemporary Social Services*, 98(3), 169-177.
- Larsen, J. L., Clauss-Ehlers, C. S., & Cosden, M. A. (2015). An exploration of army wives' responses to spousal deployment: Stressors and protective factors. *Couple and Family Psychology: Research and Practice*, 4(4), 212-228.
- Laymon, K. (2018). *Heavy: An American memoir*. Scribner.
- Lee, E. & Johnstone, M. (2023). Critical pedagogy to promote critical social work: Translating social justice into direct social work practice. *Social Work Education*. DOI: 10.1080/02615479.2023.2185602.
- Lippy, P. (2020). *The lobbying strategy handbook: 10 steps to advocating any cause effectively* (2nd ed.). Sage.
- Mattson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia* 29(1), 8-17.
- Mock, J. *Redefining realness: My path to womanhood, identity, love & so much more*. Atria.
- Musto, M., Cooky, C., & Messer, M.A. (2017). From fizzle to sizzle! Televised sports news and the production of gender-bland sexism. *Gender & Society* 31(5), 573-596.
- NASW Press. (2021). *Social work speaks*. NASW policy statements. Author.
- National Center for Injury Prevention and Control (2019). *Preventing adverse childhood experiences: Leveraging the best available evidence*. Centers for Disease Control and Prevention
- Nazario, S. (2007, 2014). *Enrique's Journey*. Random House.
- Nicola, W. (2017). Living "illegally": On the phenomenology of an undocumented immigrant. *Clinical Social Work Journal*, 45(4), p. 293-300.
- Nicotera, A. (2019). Social justice and social work, A fierce urgency: Recommendations for social work social justice pedagogy. *Journal of Social Work Education*, 55:3, 460-475. DOI: 10.1080/10437797.2019.1600443.
- Olcon, K. & Gulbas, L.E. (2021). *Their needs are higher than what I can do: Moral distress in*

- providers working with Latino immigrant families. *Qualitative Social Work: Research and Practice* 20(4), 967- 983. <https://doi.org/10.1177/1473325020919804>.
- Ong Hing, B. (2023). *Humanizing immigration: How to transform our racist and unjust system*. Beacon Press.
- Organista, K. (2023). *Solving Latino psychosocial and health problems: Theory, research, and practice* (2<sup>nd</sup> ed.). Oxford.
- Ornelas, J., Martins, P., Zilhao, M.T., & Duarte, T. (2014). Housing First: An ecological approach to promoting community integration. *European Journal of Homelessness* 8(1), 2028.
- Pistella, J., Salvati, M., Ioverno, S., Laghi, F., & Baiocco, R. (2016). Coming-Out to family members and internalized sexual stigma in bisexual, lesbian and gay people. *Journal of Child & Family Studies*, 25(12), 3694-3701.
- Popple, P. (2018). *Social work practice and social welfare policy in the U.S.: A history*. Oxford University Press.
- Popple, P.R., & Leighninger, L. (2018). *The policy-based profession: An introduction to social welfare policy analysis for social workers* (7<sup>th</sup> ed.). Pearson.
- Press, E. (2021). *Dirty work: Essential jobs and the hidden toll of inequality in America*. Farrar, Straus, and Girous,
- Pyles, I. (2020). Healing justice: Transformative justice and holistic health care for social workers. *Social Work* 65(2), 178-187. <https://doi.org/10.1093/sw/swaa013>.
- Rank, R., Eppard, L.M., & Bullock, H. (2021). *Poorly understood: What America gets wrong about poverty*. Oxford University Press.
- Rapp-McCall, L., Corcoran, K. & Roberts, A. (Eds.). (2022). *Social worker's desk reference* (4<sup>th</sup> ed.) Oxford University Press.
- Ritter, J.A. (2022). *Social work policy practice: Changing our community, nation, and the world*. Cognella.
- Rosling, H. (2018). *Factfulness: Ten reasons we're wrong about the world – and why things are better than you think*. Flatiron Books.
- Roth, A. (2018). *Insane: America's criminal treatment of mental illness*. Basic Books.
- Ruggiano, N. & Edvardsson, D. (2013). Person-centeredness in home- and community-based long-term care: Current challenges and new directions. *Social Work in Health Care* 52(9), 846-861.

- Seccombe, K. (2015). *So you think I drive a Cadillac? Welfare recipients' perspectives on the system and its reform* (4<sup>th</sup> ed). Pearson.
- Segal, E.A. (2022). *Social welfare policies and programs (A values perspective)* (4<sup>th</sup> ed.). Cengage.
- Smith, C.F. (2018). *Writing public policy: A practical guide to communicating in the policy-making process* (5<sup>th</sup> ed.). Oxford University Press.
- Sorkin, D., Murphy, M., Nguyen, H., Biegler, K. (2016). Barriers to mental health care for an ethnically and racially diverse sample of older adults. *Journal of American Geriatric Society*, 64(10), p. 2138- 2143.
- Stefancic, J. & Delgado, R. (2013). *Critical race theory: The cutting edge* (3<sup>rd</sup> ed.). Temple University.
- Stern, M. & Axinn, J. (2017). *Social welfare: A history of the American response to need* (9<sup>th</sup> ed.). Pearson 366.
- Vargas, J.A. (2018). *Dear America: Notes of an undocumented citizen*. Dey St.
- Warde, B. (2022). *Inequality in U.S. social policy: An historical analysis*. (2<sup>nd</sup> ed.). Routledge.
- Warner, D. F., & Brown, T. H. (2011). Understanding how race/ethnicity and gender define age-trajectories of disability: An intersectionality approach. *Social Science & Medicine*, 72(8), 1236-1248.
- Weible, C.M., & Sabatier, P.A. (Eds.). (2017). *Theories of the policy process* (4<sup>th</sup> ed.). Westview Press.
- Williams, F. (2021). *Social policy: A critical and intersectional analysis*. Polity Press.
- Witten, T. M. (2017). Health and well-being of transgender elders. *Annual Review of Gerontology and Geriatrics*, 37, 27–41.
- Yuma-Guerrero, P.J., Lawson, K.A., Velasquez, M.M., von Sternberg, K., Maxson, T., & Garcia, N. (2012). Screening, brief intervention, and referral for alcohol use in adolescents: A systematic review. *Pediatrics* 130(1). 115-122.
- Zaino, K., Brockenbrough, E., Cruz, C., Johnson, L.P., & Nicolazzo, Z. (2023). It's this practice of being with: A kitchen-table talk on queer and LGBTQ+ educational justice: *Equity and excellence in education* 56(1-2), 8-23. <https://doi.org/10.1080/10665684.2022.2158400>.
- Zayas, L.H., Aguilar-Gaxiola, S., Yoon, H., and Natera-Rey, G. (2015). The distress of citizen-children with detained and deported parents. *Journal of Child and Family Studies*, 24 (11), 3213-3223. Zinn, H. & Arnove, A. (2015). *A people's history of the United States*. Harper Perennial