

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

Course Number: SW325
Unique Number: 61300
Semester: Fall, 2017
Meeting Time: M/W 9:30 -11:00
Classroom: SSW 2.118

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

I. STANDARDIZED COURSE DESCRIPTION

This course is based the following assumptions: 1.) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences an individual's life experiences, world view, and increases risk factors for exposure to discrimination, economic deprivation, and oppression; 2.) professional social work ethics and values demand culturally competent practices; 3.) it is necessary for students to learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and 4.) professionals and programs have strategies to critically analyze distributive justice, human and civil rights, and global interconnections of oppression. There is an emphasis in this course on the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations. This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

II. COURSE OBJECTIVES

Upon completion of this course students will be able to:

- 1.) Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, intervention, and research;
- 2.) Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations globally, as well as those prevalent in the southwestern region of the United States;
- 3.) Understand the social construction of race and ethnicity, gender, and sexual orientation;
- 4.) Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices and,
- 5.) Assess the impact of discrimination (e.g. racism, sexism, homophobia) and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Outcome 2.1: Responses demonstrate an ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Outcome 2.2: Responses demonstrate an ability to present themselves as learners and engage clients and constituencies as experts of their own experiences

Outcome 2.3: Responses demonstrate an ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Outcome 3.1: Responses demonstrate an ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Outcome 3.2: Responses demonstrate an ability to engage in practices that advance social, economic, and environmental justice

III. TEACHING METHODS

Teaching involves a partnership between the instructor and the student in a collaborative and passionate commitment to the mutual learning process. My philosophy of teaching is to provide students with relevant content in the form of presentation, text, and instructional activities that assist students in the integration of the material. Within the field of social work, content delivered without its applicability to micro and macro level practice is irrelevant to the student that gravitates to the profession to be an agent of social change. Essentially, as an instructor I see my role as 1.) creating a safe learning environment that 2.) allows for the sharing of ideas, in-depth critical analysis and integration of the material.

IV. REQUIRED TEXTS AND MATERIALS

Required Text:

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.

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

Texts can be purchased at University Co-op, 2246 Guadalupe, 476-7211, website:
<http://www.universitycoop.com>.

Additional readings can be accessed on Canvas.

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

V. COURSE REQUIREMENTS

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Assignments

Personal Background Paper	20 points
Diversity Presentations	10 points
Intersectionality Paper	20 points
Service Learning Activity & Reflection Paper	15 points
Global Social Justice Presentations	10 points
Short Answers Exam	15 points
Participation/Attendance	10 points
TOTAL	100 points

Personal Background Paper: (20 Points)

Due week 4: **September 17th**

This paper will be confidential and only the instructor will read it.

For this paper, each student should interview an older family member to explore your family's ethnic background. The student should ask their family member to tell them about their family history. What nations or continents are part of your heritage (e.g., China, Africa, Italy, Germany)? What are your family values? How does your family negotiate identity within multiple cultures? Do family members often interact with members of other cultural groups? What are your family's biases about other cultural groups? Either tape record the interview or take detailed notes.

Once the interview is completed, write 6 to 9 pages, double spaced paper with 1-inch margins and 12-point font. Title page and references are not included in the required page count. Cite the literature you draw from using APA style (use a minimum of 3 citations). Each page must be fully covered. In order to protect confidentiality, use codenames for yourself and your family members. The paper structure is outlined below. Use this outline in your paper:

I. Introduction:

- a) Briefly describe how you identify yourself today and have done so at different times of your life in terms of racial background, age, social economic status, nationality, country of residence, cultural background and any information you find to be important in describing who you are (this should be 1 or 2 paragraphs).
- b) Briefly describe what you know about your family's background with special emphasis on what you learned during your interview. Compare experiences between different family generations, how your views differ or concur with your family members, and how behavior norms are taught from one generation to the next (this should be 2 to 3 pages).

II. Your Family on the Continuum of Privilege and Oppression

This section should be the bulk of the paper. Here you will reflect upon your family history and identify where you are located on a continuum between privilege and oppression. In what circumstances has your family experienced privilege? What did that feel like? In what circumstances have you and your family experienced oppression (either being oppressed or oppressing others)? What did that feel like? (This should be 2 to 3 pages)

III. Conclusion

This section will be a brief summary of the main things you learned about yourself and your family. Examine the meaning of your family background to your social work practice and identify which cultural groups you know a lot about, which cultural groups you do not know much about and what types of clients you might feel comfortable and uncomfortable serving (This should be 2 to 3 pages)

Diversity Presentations: (10 Points)

Due week 6: **October 1st**

- The class will be divided into six groups. Each group will cover one topic.
- Group presentations should be 30 minutes with an additional 5-10 minutes of class discussion.
- **PowerPoints for all groups are due on October 1st**
- In-class presentations will begin week 6.

Cultural Groups include people of:

- Indigenous descent
- African Descent
- Latinx Descent
- Asian Descent
- Jewish Descent
- Middle Eastern Descent

Groups are expected to provide a summary of the readings related to the topic that is listed on the syllabus and at least one new article published within the last 5 years. Groups are encouraged to use short video clips in their presentations. The group will present the main points of the articles in a 10-15 slide PowerPoint presentation.

Intersectionality Paper: (20 Points)

Due week 8: **October 15th**

For this paper, each student should interview someone who has a social identity that is different from the student by race/ethnicity and one other dimension of intersectionality (e.g., ethnicity, gender identity, sexual orientation, disability/ability, class, immigration status, or religion). The student will also conduct a literature review related to the interviewee's identity. Once the interview and literature review are completed, write a 9 to 12 page, double spaced paper with 1-inch margins and 12-point font. Title page and references are not included in the required page count. Cite the literature you draw from using APA style (use a minimum of 5 citations). Each page must be fully covered. In order to protect confidentiality, use codenames for your interviewee. In addition to a title page and references, the paper structure is outlined below. Use this outline in your paper:

I: Interview

Provide a written transcript of the interview. It does not have to be verbatim. Just list the questions and the interviewee's response following the question. In this paper, you are asked to interview someone of a different social identity. Ask the questions from the topic areas that corresponds to your interviewee's identity (the list of questions can be found in CANVAS). These are starter interview questions additional questions should be added by the student and included in the paper. Before you begin your interview, remember to inform your interviewee that their participation is voluntary, that they can refuse to answer any or all questions, and their identity will be kept confidential. Again, be sure to omit any identifying information from your paper. (This should be 3 to 4 pages)

II: Literature Review

Write a brief literature review on your interviewee's member group (e.g., if you interviewed a lesbian woman, find articles on lesbian women. Review at least 5-7 current scholarly sources (written within the past 5 years). (This should be 3 to 4 pages)

III. Findings

Compare and contrast your interviewee's experience with what you found in the literature. Develop tentative conclusions regarding how social workers can best assist persons from your respondent's group based on a critical analysis of the interview, scholarly sources, and your own thinking/experience. (This should be 3 to 4 pages)

Service Learning Activity & Reflection Paper: (15 Points)

Due week 10: **October 29th**

Students will choose a local human service community agency (e.g. Breast Cancer Resource Center, Lifeworks, Inside Books Project,) related to their social advocacy interests to participate in a volunteer activity. Students will write a brief reflection (4 pages, double-spaced) describing the social advocacy cause that they chose, why they chose the agency and cause that they did, how they participated during the volunteer activity, how it relates to what they have learned in class, and their hopes for future community engagement. Volunteer opportunities can be found through internet and database searches (e.g. <https://www.austin360.com> or <https://www.volunteermatch.org>), community postings, and word-of-mouth.

Global Social Justice Presentations: (10 Points)

Due week 12: **November 12th**

Although this course focuses primarily on social justice issues within the United States, it is imperative that social workers cultivate awareness regarding international social justice issues.

- The class will be divided into six groups. Each group will cover one topic from the Polack & Chadha (2004) article (see bibliography)
- Group presentations should be 15 minutes with an additional 5 minutes of class discussion.
- **PowerPoints for all groups are due on November 12th**
- In-class presentations will begin December 3rd

Topics:

- The debt of the Global South
- Exploitation of natural resources in the Global South
- Effects of free trade policies
- Exploitation of sweatshop workers
- Erosion of indigenous cultures
- Eco-imperialism

Groups are expected to find at least three scholarly sources that address the topic. They should provide a summary of the readings related to the topic and are encouraged to use short video clips in their presentations. The groups will present the main points of the articles in a 5 to 10 slide PowerPoint presentation.

Short Answers Exam: (15 Points)

Due week 15: **December 3rd**

Students will provide answers to ten exam questions (at least one paragraph per question). The questions will cover multiple themes discussed during the course (including but not limited to implicit bias, cultural relativism, ethnocentrism, cultural competence, and cultural humility).

Participation: (10 Points)

Last Class: **December 10th**

The richness of the learning process is enhanced by the participation of all members of the class. Participation will be assessed by attendance as well as oral comments and questions during class. Each absence will result in a reduction of one point for the participation grade. Three late arrivals or early departure equal one absence. Three or more absences will result in a one letter grade reduction in your final grade. It is your responsibility to sign the weekly attendance sheet.

VI. GRADES

Grades will be assigned according to the cumulative number of points the student has Earned on the required assignments:

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

VII. CLASS POLICIES

1. 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.
2. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
3. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.
4. Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Each absence will result in a reduction of one point for the participation grade. Three late arrivals or early departure equal one absence. Three or more absences will result in a one letter grade reduction in your final grade. It is your responsibility to sign the weekly attendance sheet.
5. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.
6. Students are expected to be active in the learning process, to do the assigned readings and participate in the class activities and discussions. If you do not have a personal computer with Internet access, there are computers available for your use at the SW Learning Resource Center (LRC), the Flawn Academic Center, campus, and public libraries.
7. Assignments should be turned in at the beginning of class on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will not be accepted.
8. The Publication Manual of the American Psychological Association Sixth Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the Co-op.

VIII. UNIVERSITY POLICIES

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment, we should be exposed to diverse ideas and

opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Scholastic Dishonesty

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

Documented Disability Statement

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

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least 14 days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

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

Safety

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

Behavior Concerns Advice Line (BCAL)

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

Emergency Evacuation Policy

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

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Electronics in Class

Turn off and put away your cell phones before class begins.

IX. COURSE SCHEDULE

Complete reading assignment for each date before coming to class.

DATE	TOPIC	ASSIGNMENT DUE	REQUIRED READINGS DUE
Week 1 8/29	Privilege & Oppression		<p>Syllabus</p> <p>Kimmel et al. (2017)</p> <p>Preface & 1-27</p> <p>Chapter 4: White privilege and male privilege (McIntosh)</p>
Week 2 9/3	HOLIDAY		<p>None (Enjoy!)</p>
9/5	Privilege & Oppression		<p>Adams et al. (2013) Section 1</p> <p>Kimmel et al. (2017) Chapter 4: Privilege, power, difference, and us (Johnson)</p> <p>Chapter 23: We aren't just color-blind, we are oppression-blind (Ferber)</p> <p>Hancock, T. U., Waites, C., & Kledaras, C. G. (2012). Facing structural inequality: students' orientation to oppression and practice with oppressed groups. <i>Journal of Social Work Education</i>, 48(1), 5-25.</p>

<p>Week 3 9/10 9/12</p>	<p>Racism</p>		<p>Adams et al. (2013) Section 2</p> <p>Kimmel et al. (2017) Chapter 12: White blindness: The dominant group experience (Doane)</p> <p>Wise, T. (2010). On White pride, reverse racism, and other delusions. In Kimmel, M. S., & Ferber, A. L. (Eds.), <i>Privilege: A reader</i> (2nd ed). (133-144). Boulder, CO: Westview Press.</p> <p>Davis, L. E. (2016). <i>Why are they angry with us? Essays on race.</i> Chicago: Lyceum Books.</p> <p>Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for application in social work practice and policy. <i>Families in Society: The Journal of Contemporary Social Services</i>, 95(4), 269-276.</p> <p>Corley, N. A., & Young, S. M. (2018). Is Social Work Still Racist? A Content Analysis of Recent Literature. <i>Social Work</i>.</p> <p>Chapman, E. N., Kaatz, A., & Carnes, M. (2013). Physicians and implicit bias: how doctors may unwittingly perpetuate health care disparities. <i>Journal of General Internal Medicine</i>, 28(11), 1504-1510.</p>
<p>Week 4 9/17 9/19</p>	<p>Classism Economic Justice Environmental Justice</p>	<p>PERSONAL BACKGROUND PAPER</p>	<p>Adams et al. (2013) Section 3</p> <p>Kimmel et al. (2017) Chapter 13: Class: Still alive and reproducing in the United States (Kendall)</p> <p>Chapter 22: Maybe I'm not class mobile; maybe I'm class queer (Lee)</p>

			<p>Simmons, L. (2016). Opportunities for community organizing in the realm of economic justice and low wage worker struggles. <i>Journal of Community Practice, 24 (2)</i>, 166-18.</p> <p>Rogge, M. (2013). Environmental Justice. In National Association of Social Workers and Oxford University Press (Eds) <i>Encyclopedia of Social Work</i>.</p>
<p>Week 5 9/24 9/26</p>	<p>Religious Oppression</p>		<p>Adams et al. (2013) Section 4</p> <p>Kimmel et al. (2017) chapters 14: The everyday impact of Christian Hegemony</p> <p>Schlosser, L.Z. (2003). Christian privilege: Breaking a sacred taboo. <i>Journal of Multicultural Counseling and Development, 31</i>, 44-51.</p> <p>Fairchild, E. E., & Blumenfeld, W. J. (2007). Traversing Boundaries: Dialogues on Christian Privilege, Religious Oppression, and Religious Pluralism among Believers and Non-Believers. <i>College Student Affairs Journal, 26(2)</i>, 177-185.</p>
<p>Week 6 10/1 10/3</p>	<p>Nativism</p> <p>Presentation: Indigenous Descent</p>	<p>GROUP PRESENTATION POWERPOINTS</p>	<p>Hammond, R. A., & Axelrod, R. (2006). The evolution of ethnocentrism. <i>Journal of Conflict Resolution, 50(6)</i>, 926-936.</p> <p>Mcauliffe, G. J., Grothaus, T., Jensen, M., & Michel, R. (2012). Assessing and promoting cultural relativism in students of counseling. <i>International Journal for the Advancement of Counselling, 34(2)</i>, 118-135.</p> <p>Jones, S. (2012). Working with immigrant clients: perils and possibilities for social workers.</p>

			<p><i>Families in Society</i>, 93(1), 47-53.</p> <p>Fennig, M., & Denov, M. (2018). Regime of truth: Rethinking the dominance of the bio-medical model in mental health social work with refugee youth. <i>The British Journal of Social Work</i>.</p> <p>Johnston-Goodstar, K. (2013). Indigenous youth participatory action research: Re-visioning social justice for social work with indigenous youths. <i>Social Work</i>, 58(4) 314-320.</p> <p>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. <i>Explorations</i>, 152-159.</p> <p>Jackson, K. F., & Hodge, D. R. (2015). Native American youth and culturally sensitive interventions: A systematic review. <i>Research on Social Work Practice</i>, 20(3), 260-270.</p>
<p>Week 7 10/8 10/10</p>	<p>Sexism</p> <p>Presentation: African Descent</p>		<p>Adams et al. (2013) Section 5</p> <p>Musto, M., Cooky, C., & Messner, M. A. (2017). “From fizzle to sizzle!” Televised sports news and the production of gender-bland sexism. <i>Gender & Society</i>, 31(5), 573-596.</p> <p>Gill, R. (2014). Unspeakable inequalities: Post feminism, entrepreneurial subjectivity, and the repudiation of sexism among cultural workers. <i>Social Politics: International Studies in Gender, State & Society</i>, 21(4), 509-528.</p> <p>Alexander, M. (2012). The color of justice. In <i>The New Jim Crow: Mass</i></p>

			<p>incarceration in the age of the colorblindness (97-104). New York: The New Press.</p> <p>Williams, J., Simon, C., & Bell, A. (2015). Missing the mark: The image of the social work profession in an African-American community. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>. 24(1) 56-70.</p>
<p>Week 8 10/15 10/17</p>	<p>Heterosexism</p> <p>Presentation: Latinx Descent</p>	<p>INTERSECTIONALITY PAPER</p>	<p>Adams et al. (2013) Section 6</p> <p>Willis, D. (2004). Hate crimes against gay males: An overview. <i>Issues in Mental Health Nursing</i>, 25, 115-132.</p> <p>Szymanski, D.M. (2005). Heterosexism and sexism as correlates of psychological distress in lesbians. <i>Journal of Counseling and Development</i>, 83(3), 355-360.</p> <p>Mueller, A., James, W., Abrutyn, S., & Levin, M. (2015). Suicide ideation and bullying among US adolescents: Examining the intersections of sexual orientation, gender, and race/ethnicity. <i>American Journal of Public Health</i>, 105(5), 980-985.</p> <p>Lopez, W. D., LeBrón, A. M., Graham, L. F., & Grogan-Kaylor, K. (2016). Discrimination and depressive symptoms among Latina/o adolescents of immigrant parents. <i>International Quarterly of Community Health Education</i>, 36(2), 131-40</p> <p>Arbona, C., et al. (2010). Acculturative stress among documented and undocumented Latino immigrants in the United States. <i>Hispanic Journal of Behavioral Sciences</i>, 32(3), 362-384.</p>

<p>Week 9 10/22 10/24</p>	<p>Transgender Oppression</p> <p>Presentation: Asian Descent</p>		<p>Adams et al. (2013) Section 7</p> <p>Burdge, B. J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community. <i>Social work, 52(3)</i>, 243-250.</p> <p>Shires, D. A., & Jaffee, K. (2015). Factors associated with health care discrimination among a national sample of female-to-male transgender individuals. <i>Health & Social Work. 40(2)</i> 134-141.</p> <p>Kiang, L., Witkow, M. R., & Thompson, T. L. (2016). Model Minority stereotyping, perceived discrimination, and adjustment among adolescents from Asian American backgrounds. <i>Journal of Youth Adolescence, 45</i>, 1366-1379.</p> <p>Nguyen, D. (2012). The effects of sociocultural factors on older Asian Americans' access to care. <i>Journal of Gerontological Social Work, 55(1)</i>, 55-71.</p>
<p>Week 10 10/29 10/31</p>	<p>Ableism</p> <p>Presentation: Jewish Descent</p>	<p>SERVICE LEARNING & REFLECTION PAPER</p>	<p>Adams et al. (2013) Section 8</p> <p>Kimmel et al. (2017) Chapter 5: The invisible crutch (Shea)</p> <p>Solis, S. (2006). I'm "coming out" as disabled, but I'm "staying in" to rest: Reflecting on elected and imposed segregation, <i>Equity and Excellence, 39</i>, 146-153.</p> <p>Herf, J. (2007). Comparative perspectives on anti-Semitism, radical anti-Semitism in the Holocaust and American white racism, <i>Journal of Genocide Research, 9(4)</i>, 575-600.</p>

			<p>Sacks, K. B. (2010). How Jews became White. In Kimmel, M. S., & Ferber, A. L. (Eds.), <i>Privilege: A reader</i> (2nd ed). (87-106). Boulder, CO: Westview Press.</p>
<p>Week 11 11/5 11/7</p>	<p>Ageism and Adultism</p> <p>Presentation: Middle Eastern Descent</p>		<p>Adams et al. (2013) Section 9</p> <p>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. <i>The Gerontologist</i>, 50(6), 735-743.</p> <p>Nam, Y. & Jung, H.J. (2008). Welfare reform and older immigrants: Food stamp program participation and food insecurity. <i>The Gerontologist</i>, 48(1), 42-50.</p> <p>Nelson, T.D. (2005). Ageism: Prejudice against our feared future self. <i>Journal of Social Issues</i>, 61, 207-221.</p> <p>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. <i>Journal of Employment Counseling</i> 52(4), 146-157.</p> <p>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. <i>Journal of Cultural Diversity</i>. 22(2), 15-22.</p> <p>Kimmel et al. (2017) Chapter 7: Top ten differences between White terrorists and others (Cole)</p>

			Kimmel et al. (2017) Chapter 20: The Middle Easterner as the Other (Tehranian)
Week 12 11/12 11/14	Awake Ally Advocate Activate	GLOBAL SOCIAL JUSTICE POWERPOINTS	<p>Kimmel et al. (2017) Chapter 26: An Open letter to White “allies” from a White friend</p> <p>National Association of Social Workers. (2001). <i>NASW standards for cultural competence in social work practice.</i> National Association of Social Workers.</p> <p>Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. <i>Social Work Education, 34(2)</i>, 165-181.</p> <p>Hook, J. N., Davis, D. E., Owen, J., Worthington Jr, E. L., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. <i>Journal of Counseling Psychology, 60(3)</i>, 353.</p> <p>Reason, R. D., Scales, T.C. & Millar, E.A.R. (2005). Encouraging the development of racial justice allies. <i>New Directions for Student Services, 110</i>, 55-66.</p> <p>Smith, L. & Redington, R.M. (2010). Lessons from the experiences of white antiracist activists. <i>Professional Psychology: Research and Practice, 41(6)</i>, 541-549.</p>
Week 13 11/19 11/21	HOLIDAY	ENJOY!	

X. Bibliography

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