

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**SCHOOL OF SOCIAL WORK**  
**Master Syllabus**  
**MSW**

**19:910:506:           Diversity and Oppression**

**Instructor:**

**Room Number:**

**Office Hours:**

**E-mail:**

**Term:                   Fall, 2019**

**Office:**

**Telephone:**

**Course Outline**

**Catalog Course Description:**

This diversity and oppression course will introduce a range of diverse populations by race, ethnicity, gender, sexual orientation, and physical differences. Additionally, students will examine the role, function, and effects of oppression in society as it relates to social, economic, and environmental justice. Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn will be examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest here is how oppression affects service delivery at micro and macro levels, particularly social policies and strategic planning which drive the shape of services.

**Course Overview:**

This course will be based on a partnership between the instructor and students in collaboration and commitment to mutual learning. Lectures, discussions, experiential exercises, and assignments will be the learning tools of the Diversity and Oppression course. Students are expected to actively participate in class and attendance is mandatory. Students may not miss class without a valid excuse. Valid excuses include illness with medical documentation, death of a loved one, or attending conferences as long as prior permission is obtained from the instructor. Students lose two points per class missed. Students who miss more than three classes without a valid excuse will receive one course grade lower than their final grade when points are totaled. A critical goal of this course is to provide a safe environment for discussion of various points of view. Therefore, differences in values, beliefs, and opinions expressed in the classroom will be respected.

**Place of Course in Program:**

This course, required of all MSW students as part of the Professional Foundation Year, introduces those concepts about diversity and oppression considered essential foundation knowledge for social

work, and provides the basis of subsequent and more extensive exploration of related issues in other classes and the field practicum.

### **Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

#### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental Justice and engage in policy practice, it has been selected be to part of the School of Social Work overall assessment program of the social

work competencies/program level learning goals. This means that one of the course assignments, the Social, Economic, and Environmental Justice Reflection Paper, has been designed to assess your attainment of these competencies.

### **Course Learning Goals:**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

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

- 1) To become aware of the history and dimensions of ethnic and racial diversity, gender differences, differences in sexual orientation and issues facing the physically challenged.
- 2) To become aware of theoretical approaches used to understand issues of diversity.
- 3) To become aware of concepts that will facilitate subsequent learning about the needs and lifestyles of various groups and how these must be incorporated into various levels of practice.
- 4) To become aware of approaches to learning that facilitate self-awareness especially pertaining to matters of diversity.
- 5) To develop increasing awareness and skill in identifying institutional and personal oppression locally, nationally, and globally.
- 6) To become aware of the historical and present dimensions of oppression in society.
- 7) To provide affective awareness of theories of the multiplicative interaction effects of oppression on identity formation and the parameters this sets for achievement and fulfillment of individuals.
- 8) To develop awareness of ways in which institutional oppression and the misuse of power constrain human and legal rights of individuals and groups within American society.
- 9) To develop a growing awareness and flexible approach to contextual factors which permit acceptance of and sustain oppression of some groups in society.
- 10) To understand the social work profession's responsibility and commitment to social reform, advocacy, and social justice in light of the existence of oppression.
- 11) To provide opportunity for critical self-awareness through analysis of personal values influencing professional practices with oppressed populations.
- 12) To provide students with experiences which raise awareness of inequalities in society and how they may impact social work interventions.
- 13) To assist students in identifying their own values and ethical systems, and recognizing convergence and divergence with the values and ethics of social work.
- 14) The Code of Ethics of the National Association of Social Workers (1999, standard 1.05, p.9) mandates that social workers pursue knowledge about effective micro and macro practice with diverse and oppressed clients and the social systems with which they interact. As a result of this course, students are expected to begin a career-long process of learning and incorporating an understanding of culture and oppression into their practice.

### **School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the School of Social Work is to develop and disseminate knowledge through

social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

### **Required Texts:**

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

### **Readings on Library Course Reserves:**

Course reserves can be accessed at <https://www.libraries.rutgers.edu/>. To find your course reserves there are two methods:

Method one:

In the QuickSearch box on the [Libraries homepage](#), type the Course NAME or the Course Number (for example, Diversity and Oppression; 19:910:506) and select Course Reserves in the autofill drop down. On the results page, on the left, you can SORT by TITLE of the item/reading or by AUTHOR.

Method two:

On the [Libraries homepage](#), click the Advanced Search link on the right under the QuickSearch box. Mark the Course Reserves radio button, and then you can search by course name, course number, or by title of the reading.

### **Recommended Texts:**

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Blackmon, D. A. (2008). *Slavery by another name: The re-enslavement of Black Americans from the Civil War to World War II*. New York: Anchor Books.

Davis, L. E. (2016). *Why are they angry with us? Essays on race*. Chicago: Lyceum Books.

Desmond, M. (2016). *Evicted: Poverty & profit in the American city*. NY: Crown Publishers.

Dworkin, A.G. & Dworkin, R.J. (Eds.). (1999). *The minority report: An introduction to racial, ethnic and gender relations* (3<sup>rd</sup> ed.). New York: Harcourt & Brace.

Freire, P. (1993). *Pedagogy of the Oppressed (20<sup>th</sup> Anniversary Edition)*. New York: Continuum.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity & family therapy* (3<sup>rd</sup> ed.). New York: Guilford Press.

Mullaly, B. (2002). *Challenging oppression: A critical social work approach*. Ontario, Canada: Oxford University Press.

### Useful Websites:

#### Project Race

<http://www.understandingrace.org/lived/index.html>

#### Rutgers Library Tutorials

[http://www.libraries.rutgers.edu/rul/libs/robeson\\_lib/libres.html](http://www.libraries.rutgers.edu/rul/libs/robeson_lib/libres.html)

#### American Psychological Association

<http://apastyle.apa.org/>

#### Slavery by another Name

<http://www.pbs.org/tpt/slavery-by-another-name/watch/>

#### Poverty and Life Expectancy

<https://www.washingtonpost.com/news/wonk/wp/2016/04/11/where-living-poor-means-dying-young/>

#### Financial Well-Being among Older Adults

<http://www.forbes.com/sites/howardgleckman/2016/04/08/a-new-look-at-the-big-differences-in-financial-well-being-among-older-adults/#169aadf355c3>

### Assignments and Grading Scale:

Students are expected to do all required reading. Students will also be given homework assignments that will enhance the experiential learning. Grades for the course will be based on the following assignments. Percentage values for each assignment represent the maximum credit available.

Assignment	Points
White is Right	5 percent
Slavery by Another Name Paper	10 percent
Personal Background Paper	20 percent
Group Presentations (Each group has 2 presentations)	20 percent
Interview & Literature Review Paper	25 percent
Participation/Attendance	10 percent
Social, Economic, and Environmental Justice Reflection Paper	10 percent

Grade	Percent
A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

<b>Sum of All Points</b>	<b>100 percent (maximum)</b>
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\*Scores to be rounded up at .5

**Paper Rubric:**

Your papers will be graded on the following holistic rubric.

<b>Slavery by Another Name Paper</b>	<b>Personal Background Paper</b>	<b>Interview &amp; Literature Review Paper</b>	<b>Social, Economic &amp; Environmental Justice Reflection Paper</b>	<b>Criteria</b>
<b>8-10 points</b>	<b>17-20 points</b>	<b>21-25 points</b>	<b>8-10 points</b>	<p><b>Consistently does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>• Accurately interprets evidence, statements, graphics, questions, etc.</li> <li>• Identifies the salient arguments (reasons and claims) pro and con.</li> <li>• Thoughtfully analyzes and evaluates major alternative points of view.</li> <li>• Draws warranted, judicious, non-fallacious conclusions.</li> <li>• Justifies key results and procedures, explains assumptions and reasons.</li> <li>• Fair-mindedly follows where evidence and reasons lead.</li> </ul>
<b>6-7 points</b>	<b>11-16 points</b>	<b>15-20 points</b>	<b>6-7 points</b>	<p><b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>• Accurately interprets evidence, statements, graphics, questions, etc.</li> <li>• Identifies relevant arguments (reasons and claims) pro and con.</li> <li>• Offers analyses and evaluations of obvious alternative points of view.</li> <li>• Draws warranted, non-fallacious conclusions.</li> <li>• Justifies some results or procedures, explains reasons.</li> </ul>

				<ul style="list-style-type: none"> <li>• Fair-mindedly follows where evidence and reasons lead.</li> </ul>
<b>3-5 points</b>	<b>6-10 points</b>	<b>8-14 points</b>	<b>3-5 points</b>	<p><b>Does most or many of the following:</b></p> <ul style="list-style-type: none"> <li>• Misinterprets evidence, statements, graphics, questions, etc.</li> <li>• Fails to identify strong, relevant counter-arguments.</li> <li>• Ignores or superficially evaluates obvious alternative points of view.</li> <li>• Draws unwarranted or fallacious conclusions.</li> <li>• Justifies few results or procedures, seldom explains reasons.</li> <li>• Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</li> </ul>
<b>0-2 points</b>	<b>0-5 points</b>	<b>0-7 points</b>	<b>0-2 points</b>	<p><b>Consistently does all or almost all of the following:</b></p> <ul style="list-style-type: none"> <li>• Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.</li> <li>• Fails to identify or hastily dismisses strong, relevant counter-arguments.</li> <li>• Ignores or superficially evaluates obvious alternative points of view.</li> <li>• Argues using fallacious or irrelevant reasons, and unwarranted claims.</li> <li>• Does not justify results or procedures, nor explain reasons.</li> <li>• Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</li> <li>• Exhibits close-mindedness or hostility to reason.</li> </ul>

(Rubric ©1994, Peter A. Facione, Noreen C. Facione, and The California Academic Press. 217 La Cruz Ave., Millbrae, CA 94030.)

## Grading Standards:

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to student's proposed project and class assignments. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+ = Acceptable work; demonstrates understanding of material; written materials have some problems with organization and mostly conforms to accepted standards of grammar, spelling punctuation, etc.; some citation problems. Work is completed by the due date

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

### Grading Criteria

Grade	Percent
A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

\*Scores to be rounded up at .5

**Papers and homework assignments are due at the beginning of the class on the due date unless otherwise stated.** Late papers will be penalized one grade for each day they are overdue. Papers not received within the first 15 minutes of class on the date due but submitted before the end of class will be considered ½ day late and will receive a 5-point deduction. Papers submitted after the end of class will be considered a full day late and will be penalized accordingly. There will be no opportunities for extra credit. All assignments must be type written.

Professional social workers keep case records; write treatment reports for referral sources and managed care companies; correspond with judges and other professionals; develop policies and advocate for their clients. All of these tasks require excellent writing skills. Therefore, proper grammar, syntax, spelling, and appropriate referencing (APA style) are expected for all assignments. Credit will be deducted from a paper's grade for gross and repeated writing, spelling, and referencing errors. Writing assistance is available. Contact Student Affairs at (848) 932-4347 for further information.



The University Code of Student Conduct (see catalog pages 23-25) provides that the penalty for graduate students who plagiarize material from any source (including electronic sources) is permanent expulsion from the University.

### **Description of Assignments:**

#### ***“White is Right” (5 Points)***

##### ***Due Module 2***

Scan your environment and on a single-sheet of paper, list all the indications you see that communicate the message that “White is Right” or that being white is normative—even superior. (Example: Flesh colored bandages are whose flesh color?) Be prepared to discuss in class.

#### ***“Slavery by another Name” (10 Points)***

##### ***Due Module 4***

Go to <http://www.pbs.org/tpt/slavery-by-another-name/watch/>

**To watch the PBS documentary, “Slavery by Another Name”** based on, Blackmon, D. A. (2008).

*Slavery by another name: The re-enslavement of Black Americans from the Civil War to World War II.* New York: Anchor Books.

Write 3 pages responding to four of the discussion questions below. Title page, abstract, and references are not included in the required page count. Use APA format and clearly identify questions being addressed. Be prepared to discuss all of the questions in class.

#### Critical Thinking Discussion Questions for “Slavery by another Name”:

1. Why is it important to document hidden histories?
2. Why are certain histories hidden or difficult to uncover?
3. What new insights did you gain after watching this documentary?
4. To what extent do you think a person’s racist attitudes and behaviors can be forgiven due to the “norm” of their surrounding culture?
5. In what ways, if any, are we responsible for our ancestor’s actions? Is it fair to hold individuals accountable for things their ancestors did?
6. How have the dynamics of relationships between black people and white people changed since the Civil Rights Movement of the 1960’s?
7. Blackmon asserts that real slavery didn’t end until the 1940’s. In what ways is this statement true? What forms of modern slavery exist today?
8. How does the history represented in the documentary help us understand present conditions for people of color today? How can knowing history empower people today?
9. What current events do you believe should be documented, so that they are not hidden from future generations? Why?
10. After viewing the documentary, do you believe that racism is inherent or taught? Explain.

#### ***Personal Background Paper: (20 Points)***

##### ***Due Module 7***

*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.

Where do you come from? What are your family values? How does your family negotiate identity

within multiple cultures? Do you 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 an 8 to 10 pages, double spaced paper with 1 inch margins and 12-point font. Title page, abstract, 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 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 5 to 6 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 1 to 2 pages).

### ***Group Presentations: (20 Points)***

#### ***Due Module 7-11***

The class will be divided into five groups. Each group will cover two topics. Group presentations should be 30 minutes with an additional 5-10 minutes of class discussion. Presentations will begin Module 7: 1) Women and Gender; 2) Sexual Orientation; 3) People with Disabilities; 4) Latino Americans; 5) African Americans; 6) Native Americans; 7) South Asian Americans; 8) East Asian Americans; 9) American Jews; and 10) Arab Americans and Muslims. (Separate articles are required for Arab Americans and Muslims.) Each group presentation is worth ten points and groups are expected to provide a summary of the readings with at least one new article published within the last 5 years. The group will present the main points of the articles in a 10-15 PowerPoint slide presentation (5 points for quality & clarity of research) and Class Presentation (5 points for organization, presentation, engagement, and discussion).

### ***Interview/Literature Review Paper: (25 Points)***

#### ***Due Module 11***

For this paper, each student should interview someone who is different from the student by race and

one other dimension of intersectionality. The student will also conduct a literature review related to the interviewee. Once the interview and literature review are completed, write a 10 to 12 pages, double-spaced paper with 1 inch margins and 12-point font. Title page, abstract, and references are not included in the required page count. Cite the literature you draw from using APA style (use a minimum of 5-7 citations). Each page must be fully covered. **In order to protect confidentiality, use codenames for your interviewee.** In addition to a Title Page, Abstract, Introduction, Conclusion, and References, the paper structure is outlined below. Use this outline in your paper:

#### I: Interview

In this paper you are asked to interview someone of a different race and one other dimension of intersectionality: ethnicity, gender, sexual orientation, disability and ability, class, immigration status, and religion. Ask the questions from the topic area that corresponds to your interviewee's group. **(These starter interview questions are provided with the writing tips handout. Additional questions should be added by the student and included in the paper. Provide a single-spaced verbatim of the interview.)** Before you begin your interview, remember to inform your interviewee that their participation is completely 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. You should participate together in a social activity where your interviewee's group is in the majority (dinner, club, movie, cultural event, etc.) before engaging in the interview. Describe the social event at the start of your paper. This is followed by the complete interview, word-for-word and single-spaced.

#### II: Literature Review

Do 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 sources of current, written within the past 5 years, scholarly literature.)

#### 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, class materials, and your own thinking/experience.

### ***Social, Economic, and Environmental Justice Reflection Paper: (10 Points)***

#### ***Due Module 14***

The final major assignment is a 3-page Social, Economic, and Environmental Justice Reflection Paper. Students must identify a social, economic, or environmental justice activity that they choose to participate in and write a 3-page reflection paper on this activity. The activity must be approved by your professor and reflect a strategy to eliminate oppressive structural barriers to ensure the equitable distribution of social goods, rights, and responsibilities and the protection of civil, political, social, economic, environmental, and cultural human rights.

#### **Course Evaluations**

Students will evaluate the course using the anonymous University evaluation. In addition, the instructor may add questions to the evaluation, which reflect the unique content of the course.

#### **Writing Assistance:**

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

### **New Brunswick Campus**

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

Contact: <https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

### **Newark Campus**

The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

### **Camden Campus**

The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

### **Office on Violence Prevention and Victim Assistance**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **732.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs. /day, 7 days a week.

### **Active Shooter Resources**

Over the years, there has been an increase in the number of active shootings on campuses. It is important that you know what to do in case there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- <http://rupd.rutgers.edu/shooter.php>.

### **ACADEMIC INTEGRITY**

All work submitted in an undergraduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style, which is described in the Publication manual of the American Psychological Association, 6<sup>th</sup> edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***“Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.”

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is **Laura Curran, at [lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu)**. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination.***

## **DISABILITY ACCOMMODATION**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### **Attendance/Participation Policy:**

Although this is an online class, students are expected to attend all classes; that is, posting and completing work on time. If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions... In addition, students are expected to take leadership roles in class discussions and exercises.

**Faculty: Please ensure that there is clear and specific language re: attendance policies and lateness/early departure on the master syllabus, as in the example above.**

### **Course Schedule and Activity Table**

<b>Module 1</b>	<b>Understanding Privilege</b>  Student introductions and ground rules  Utilizing library resources, APA style, and academic integrity  Describing assignments  Defining key concepts and theoretical framework	<b>Readings:</b> Please read the preface, introduction, and chapters 1-4 in your <i>Privilege</i> text.  Please read the following articles on <a href="#">eReserves</a> : Dworkin, A. G., & Dworkin, R. J. (1999). What is a Minority? In Dworkin, A.G. & Dworkin, R.J. (Eds.). (1999). <i>The minority report: An introduction to racial, ethnic and gender relations</i> (3 <sup>rd</sup> ed.). (pp. 11-27). New York: Harcourt & Brace.
<b>Module 2</b>	<b>Understanding Oppression</b>  Part 1 Main points from readings	<b>Readings:</b> Please read chapters 9, 12, and 23 in your <i>Privilege</i> text.

	<p>Part 2 Class discussion</p> <p><b>Homework Assignment 1: “White is Right” due today</b></p>	<p>Please read the following articles on <a href="#">eReserves</a>: Hancock, T. U., Waites, C., &amp; 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>Wise, T. (2010) On white pride, reverse racism, and other delusions. In Kimmel, M. S., &amp; Ferber, A. L. (Eds.), <i>Privilege: A reader</i> (2<sup>nd</sup> ed). (pp. 133-144). Boulder, CO: Westview Press.</p>
<p><b>Module 3</b></p>	<p><b>Understanding Racism</b></p> <p>Part 1 Main points from readings</p> <p>Part 2 Class discussion</p>	<p>Please read the following articles on <a href="#">eReserves</a>: Davis, L. E. (2016). <i>Why are they angry with us? Essays on race</i>. Chicago: Lyceum Books.</p> <p>Heilig, J. V., Brown, K. D., &amp; Brown, A. L. (2012). The illusion of inclusion: A Critical Race Theory textual analysis of race and standards. <i>Harvard Educational Review</i>, 82(3), 403-424, 437-439.</p> <p>Kolivoski, K., Weaver, A., &amp; 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>Please watch the following videos at NJVID: Divided City: The Route to Racism (21m)</p> <p>A Savage Legacy: Apartheid, Jim Crow, and racism Today (52m)</p>
<p><b>Module 4</b></p>	<p><b>Social Justice</b></p>	<p><b>Readings:</b> Please read the following articles on <a href="#">eReserves</a>: Deepak, A. C. (2015). Delivering diversity and social justice in social</p>

	<p>Part 1 Main points from readings</p> <p>Part 2 Class discussion</p> <p><b>Homework Assignment 2: “Slavery by Another Name” due today</b></p>	<p>work education: The power of context. <i>Journal of Progressive Human Services, 26</i>(2), 107-125.</p> <p>Patterson, D. A., Cronley, C., West, S., &amp; Lantz, J. (2015). Social justice manifest: A university-community partnership to promote the individual right to housing. <i>Journal of Social Work Education, 50</i>(2), 234-246.</p> <p>Windsor, L. C., Shorkey, C., &amp; Battle, D. (2015). Measuring student learning in social justice courses: The Diversity &amp; Oppression Scale. <i>Journal of Social Work Education, 51</i>(1), 58-71.</p>
<p><b>Module 5</b></p>	<p><b>Economic Justice</b></p> <p>Part 1 Main points from readings:</p> <p>Part 2 Class discussion</p>	<p><b>Readings:</b> Please read chapters 6, 13 and 22 in your <i>Privilege</i> text.</p> <p>Please read the following articles on <a href="#">eReserves</a>:</p> <p>Brady, S. R., Young, J. A., &amp; McCleod, D. A. (2015). Utilizing Digital Advocacy in Community Organizing: Lessons Learned from Organizing in Virtual Spaces to Promote Worker Rights and Economic Justice. <i>Journal of Community Practice, 23</i>(2), 255-273.</p> <p>Desmond, M. (2016). Christmas in Room 400. In Desmond, M. <i>Evicted: Poverty &amp; profit in the American city</i> (pp. 94-107). NY: Crown Publishers.</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</i>(2), 166-18.</p> <p>Wilson, K., Hirschi, M., Comeau, M., Bronheim, S., &amp; Bachman, S. S. (2014). Disparities in insurance coverage among children with special health care needs:</p>



		How social workers can promote social and economic justice. <i>Health &amp; Social Work</i> , 39(2), 121-127.
<b>Module 6</b>	<p><b>Environmental Justice</b></p> <p>Part 1 Main points from readings:</p> <p>Define sustainability Global citizenship Ecological and economic crisis Social worker's role</p> <p>Part 2 Class discussion</p>	<p>Please read the following articles on <a href="#">eReserves</a>:</p> <p>Alston, M. (2015). Social work, climate change and global cooperation. <i>International Social Work</i>, 58(3) 355-363.</p> <p>Boetto, H. &amp; Bell, K. (2015). Environmental sustainability in social work education: An online initiative to encourage global citizenship. <i>International Social Work</i>, 58(3) 448-462.</p> <p>Hawkins, C. A. (2009). Global citizenship: A model for teaching universal human rights in social work education. <i>Critical Social Work</i>, 10(1) 116-131.</p> <p>Nesmith, A., &amp; Smyth, N. (2015). Environmental justice and social work education: Social workers profession perspectives. <i>Social Work Education</i>, 34(5), 484-501.</p> <p>Please watch the following video at NJVID:</p> <p>Class dismissed: How TV Frames the Working Class (1h 4m)</p>
<b>Module 7</b>	<p><b>Gender and Sexual Orientation</b></p> <p>Group 1: Group presentation and discussion on Gender</p> <p>Group 2: Group presentation and discussion on Sexual Orientation</p>	<p><b>Readings:</b> Please read chapters 10, 11, 16, 17 and 18 in your <i>Privilege</i> text.</p> <p>Please read the following articles on <a href="#">eReserves</a>:</p> <p>LaSala, M. C., Fedor, J. P., Revere, E. J., &amp; Carney, R. (2016). What parents and their gay and bisexual sons say about HIV prevention. <i>Qualitative Health Research</i>, 26(11), 1519–1530.</p> <p>Mueller, A., James, W., Abrutyn, S., &amp; Levin, M. (2015). Suicide ideation and</p>

	<p><b>Personal Background paper due today</b></p>	<p>bulling 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>Shires, D. A., &amp; Jaffee, K. (2015). Factors associated with health care discrimination among a national sample of female-to-male transgender individuals. <i>Health &amp; Social Work</i>. 40(2) 134-141.</p> <p>Please watch the following videos at NJVID:</p> <p>Killing Us Softly Part 3</p> <p>Killing Us Softly Part 4</p> <p>Zora Neale Hurston</p>
<p><b>Module 8</b></p>	<p><b>People with Disabilities and Latinos</b></p> <p>Group 3: Group presentation and discussion on People with developmental, mental, and physical disabilities</p> <p>Group 4: Group presentation and discussion on Latinos</p>	<p><b>Readings:</b> Please read chapters 5 and 15 in your <i>Privilege</i> text.</p> <p>Please read the following articles on <a href="#">eReserves</a>:</p> <p>Anastasiou, D. &amp; Kaufmann, J. M. (2013). The Social Model of Disability: Dichotomy between impairment and disability. <i>Journal of Medicine and Philosophy</i>, 38, 441–459.</p> <p>Blick R.N., Franklin M.D., Ellsworth D.W., Havercamp S.M., Kornblau, B.L. (2015). The Double Burden: Health Disparities Among People of Color Living with Disabilities. Ohio Disability and Health Program, 1-9.</p> <p>Araujo-Dawson, B. (2015). Understanding the complexities of skin color, perceptions of race, and discrimination among Cubans, Dominicans, and Puerto Ricans. <i>Hispanic Journal of Behavioral Sciences</i>, 37(2) 243–256.</p> <p>Lopez, W. D., LeBrón, A. M., Graham, L. F., &amp; Grogan-Kaylor, K. (2016). Discrimination and depressive</p>

		<p>symptoms among Latina/o adolescents of immigrant parents. <i>International Quarterly of Community Health Education</i>, 36(2), 131-40.</p> <p>Latino Americans: Episode 1: Foreigners in their own land. (2013). PBS. Retrieved from: <a href="https://www.pbs.org/show/latino-americans/">https://www.pbs.org/show/latino-americans/</a>.</p>
<b>Module 9</b>	<p><b>African Americans and Native Americans</b></p> <p>Group 5: Group presentation and discussion on African Americans</p> <p>Group 1: Group presentation and discussion on Native Americans</p>	<p>Please read the following articles on <a href="#">eReserves</a>:</p> <p>Alexander, M. (2012). The color of justice. In <i>The New Jim Crow: Mass incarceration in the age of the colorblindness</i> (97-104). New York: The New Press.</p> <p>Jackson, K. F., &amp; 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>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>Williams, J., Simon, C., &amp; Bell, A. (2015). Missing the mark: The image of the social work profession in an African-American community. <i>Journal of Ethnic &amp; Cultural Diversity in Social Work</i>. 24(1) 56-70.</p>
<b>Module 10</b>	<b>South Asians and East Asians</b>	<p>Please read the following articles on <a href="#">eReserves</a>:</p> <p>Ganapathy-Coleman, H. (2013). Raising “authentic” Indian children in the United States: Dynamism in the ethnotheories of immigrant Hindu parents. <i>Ethnos</i>. 41(4) 360–386.</p> <p>Karasz A, Viraj Patel V., Kabita M., Shimu P. (2013). Progress in community health partnerships: “Tension” in South Asian women: Developing a measure of common mental disorder using</p>



	<p>Group 5: Group presentation and discussion on Arab Americans and Muslims</p>	<p>lifestyle practices of Arab Americans: A descriptive study. <i>Journal of Cultural Diversity</i>. 22(2), 15-22.</p> <p>Novick, T. (2015) The myth of the cultural Jew: Culture and law in Jewish tradition. <i>Shofar: An Interdisciplinary Journal of Jewish Studies</i>, 34(1), 133-136.</p> <p>Sacks, K. B. (2010). How Jews became White. In Kimmel, M. S., &amp; Ferber, A. L. (Eds.), <i>Privilege: A reader</i> (2<sup>nd</sup> ed). (pp. 87-106). Boulder, CO: Westview Press.</p>
<p><b>Module 12</b></p>	<p><b>Immigration and Human Rights</b></p> <p>Part 1 Main points from readings</p> <p>Part 2 Class discussion</p>	<p><b>Readings:</b> Please read chapters 7 and 8 in your <i>Privilege</i> text.</p> <p><b>Readings:</b> Please read the following selections on <a href="#">eReserves</a>:</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>Brabeck, K. &amp; Xu, Q. (2010). The impact of detention and deportation on Latino immigrant children and families: A quantitative exploration. <i>Hispanic Journal of Behavioral Sciences</i>, 32(3), 341-361.</p> <p>Davis, A. &amp; Reber, D. J. (2016). Advancing human rights and social and economic justice: Developing competence in field education. <i>Journal of Human Rights and Social Work</i>, 1, 1-11.</p> <p>Dreby, J. (2012). The burden of deportation on children in Mexican immigrant families. <i>Journal of Marriage &amp; Family</i>, 74(4), 829-846.</p> <p>Jones, S. (2012). Working with immigrant clients: perils and possibilities for social workers. <i>Families in Society</i>, 93(1), 47-53.</p>

<p><b>Module 13</b></p>	<p><b>Anti-Oppressive Social Work</b></p> <p>Part 1 Main points from readings</p> <p>Part 2 Class discussion</p>	<p>Please read the following articles on <a href="#">eReserves</a>:</p> <p>James, C., &amp; Battle, D. (2012). <i>Diversity and Social Justice: Anti-oppressive Social Work at the Organizational Level</i> [PowerPoint slides].</p> <p>Krentzman, A. R., Pagano, M. E., Bradley, J. C., Johnson, S. M., Battle, D., Andrade, F. H., Delva, J., &amp; Robinson, E. A. R. (2012). The role of religiousness on substance-use disorder treatment outcomes: A comparison of Black and White adolescents. <i>Journal of the Society for Social Work and Research</i>, 3, 113-128. doi:10.5243/jsswr.2012.8</p> <p><a href="#">NASW (2015) Standards for Cultural Competence in Social Work Practice (PDF)</a></p> <p><a href="#">NASW (2007) Institutional Racism &amp; the Social Work Profession: A Call to Action (PDF)</a></p> <p><a href="#">NASW-NJ (2012) Updated Diversity &amp; Affirmative Action Plan (Word)</a> (If you are not from NJ, see if your state's NASW chapter has a similar plan.)</p>
<p><b>Module 14</b></p>	<p><b>Ending Oppression and Injustice</b></p> <p>Part 1 Main points from readings</p> <p>Part 2 Class Discussion</p> <p><i>Social, Economic, and Environmental Justice Reflection Paper due today.</i></p>	<p><b>Readings:</b> Please read chapters 24, 25, and 26 in your <i>Privilege</i> text.</p> <p>Please read the following articles on <a href="#">eReserves</a>:</p> <p>Desmond, M. (2016). Epilogue: Home &amp; Hope. In Desmond, M. <i>Evicted: Poverty &amp; profit in the American city</i> (pp. 293-313). NY: Crown Publishers.</p>
<p><b>Module 15</b></p>	<p><b>Wrap-up: Joining in the Struggle</b></p> <p>Take the opportunity to renew your personal and professional commitment</p>	<p>Please watch the following video at NJVID:</p> <p><a href="#">Racism Betrays Humanity (30m)</a></p> <p><a href="#">Free State of Jones (2016)</a></p>

	to social, economic, and environmental justice. Thank you.	
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## Selected Bibliography

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