

UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
Memphis Campus

SW 517 Diversity, Social and Economic Justice, and Oppression

(2 cr)

Fall 2008

Mondays 5:30 p.m. – 7:30 p.m.

Instructor:

Dr. Egan

Office Hours:

Mondays: 1:00 p.m. – 2:00 p.m.

Tuesdays: 1:00 p.m. – 2:30 p.m.

& by appointment

Office phone with voice mail:

901-448-4480

Email:

megan@utk.edu

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2222 Dunford (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This course is a required Foundation course. The course critically assesses theory and research about sources, forms, and outcomes of oppression in the context of the cultural, ecological, developmental, and transactional theories, social work values and ethics, and a human rights perspective. The course integrates local to international information about our global, diverse, multicultural society with evidence-based knowledge and skills that address oppression, are culturally affirming, and promote social and economic justice and human dignity.

Course Rationale

Social work's traditions, values, and code of ethics provide the basis for the professional commitment to work with client systems (i.e., individuals, families, groups, communities, organizations) that experience the impact of oppression and social injustice, and the responsibility to challenge oppressive social systems. Social work students, therefore, must understand and critically analyze theory and research concerning the forms, mechanisms, and consequences of oppression, discrimination, and social injustice. Students require evidence-based knowledge and skills in preparation for culturally competent practice in work with multicultural client systems, organizations, agencies, and communities.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1-Communicate affirmation & respect for the diversity and strengths across and within various cultures/cultural backgrounds (i.e., race, ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age and religion) as detailed in the NASW Code of Ethics and the International Federation of Social Work Code of Ethics. (Values/ethics- F.1, 2; Diversity-F.1). (*content: broad definitions of culture and diversity; the dimensions, such as gender roles, family structure, social rules, that may vary within and across cultures/cultural backgrounds (e.g., race, ethnicity, gender, age, ablism, immigration status, sexual orientation, religion, social and economic class).*)

2-Articulate the influence of personal belief systems and values concerning diversity and culture/cultural background(s) on their own social work practice. (CT/EBP-F.2; Values/ethics-F.1, F.2; Pops at-Risk & SJ-F.5; Diversity -F.2). (*content: social constructions of normality, values, and concepts; self-awareness and critical analysis of one's own culture, cultural identity(ies), beliefs, biases, values, privilege and status, and naiveties; personal epistemology).*)

3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis to engage the client as informant for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5). (*content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American,, religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).*)

4-Explicate how culture/cultural background (e.g., race, class, gender, sexual orientation, religion, age, ethnicity, and disability and/or immigration status) interact to influence the formation of identity, belief systems, worldview, values, and feelings of clients/client systems, practitioners, group membership, and access to resources, social & economic justice. (Diversity-F.2, F.3; Pops at-risk & SJ-F.5, F.6; Practice-F.8). (*content: historical experiences of diverse cultures and how these shape world views, belief systems, values, expectations and feelings of clients and client systems; heterogeneity and homogeneity within and across cultures/cultural backgrounds; the role of socio-economic class in the interaction of culture/cultural background and the development of identity, beliefs, worldviews, acculturation, assimilation,; the experience of multiple oppression {inter-sectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression).*)

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). (*content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American,*

Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. (Diversity- F.4, F.5; CT/EBP- F.3; Pops at risk F. 4.). *(content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).*

Required texts & readings:

Andersen, M.L. & Collins, P.H. (2007). *Race, class, and gender* (6th edition). Belmont, CA: Wadsworth. {noted as A & C in outline below }

*** Electronic library reserves: SW 517 Egan www.utk.lib.edu

 **Details of Course grading criteria, point distribution, and points and details of**

COURSE SESSIONS

August 25:

In the classroom

Topics:

Overview of course outline: Competencies, requirements, readings, grading policies, assignments & activities
Culturally affirming practice: Introduction to variations in cultural background: What is culture? What is diversity?

Video:

PBS *Race: The power of an illusion*

Terms & Concepts

Ablism	Cultural identity	Diversity	Ethnicity	Family structure
Gender roles	Heterogeneity	Homogeneity	Language	Nativity
Otherness	Racism	Roles	SEC	

Required Readings:

Course outline [bring your copy to class]

A & C:

Part I: Why race, class, and gender still matter – pages 1-16

Part II: Systems of power and inequality – pages 59-90

Dimensions of culture (Blackboard course website under Course Materials)

September 1:

Labor Day Holiday

Online: Discussion Board #1: open August 29, graded September 6.

Required readings:

Blackboard under Course Materials: Stage of Change

A & C: Frye: Oppression – pages 29-32

***Weaver. Chapter 3: Self-reflection, pages 47-65

September 8:**In the classroom****Topics:**

Thinking critically

Historical trauma & oppression

Institutionalized oppression: Discrimination & dynamics of oppression

Video: *In the white man's image***Terms & Concepts**

Ageism	Birdcage	Class	Classism	Discrimination
Hegemony	Heterosexism	Institutionalized oppression		Inter-sectionality
Racism	SEC	Sexism	Sexual orientation	Social construction
Stigma	Stereotype(s)	Xenophobia		

Required Readings:

Blackboard under Course Materials: Critical thinking PowerPoint

A & C:

Part III: The structure of social institutions--only pages 275-277

Moraga: La Guera – pages 22-29

Lorde: Age, race, class, and sex: Women redefining difference – pages 52-59.

Arnott & Matthaai Race, class, gender and women's work – pages 283-292

September 15:**Online: Blackboard Discussion Group #2:** open September 11 & graded September 22.**Topic:**

Power and inequality

Terms:

Oppression	Privilege	Gender role(s)	Redlining
Social construction(s)	Social role(s)	Social institutions	Worldview

Required readings:

A & C:

Part II: Systems of power and inequality – pages 61-67 only

McIntosh: White privilege: Unpacking the invisible knapsack – pages 98-101

Williams: Of race and risk – pages 103-105

September 22:**In the classroom****Topics:**

Intersections of race gender & class: Systemic inequality

Video:PBS: *The illusion of race: Part II***Terms:**

Ablism	Class	Classism	Discrimination	Dominate values
Gender	GLBTQ	Hegemony	Heterosexism	Homophobia
Intersectionality	Otherness	Relational status		SEC
Sexism	Sex/gender role		Social construction	

Required readings:

A & C:

Sklar: Growing gulf between rich and rest of us – pages 116-118

Langston: Tired of playing monopoly? – pages 118-127

Newman: The invisible poor – pages 303-312

Gerschick: Toward a theory of disability and gender – pages 185-189

Katz: The invention of heterosexuality – pages 252-262

September 29:**Online: Discussion Board Group #3:** opens 9/26 & graded 10/4.**Topic:**

Human rights, genocide & hate crimes

Culturally affirming resources: Advocating & empowerment leading to basic human rights

Terms & Concepts:

Bi-cultural	Civil rights	Genocide	Hate crimes	Human rights	Immigration status
Indigenous	Liminality	Oppression	Refugee	Social justice	

Required Readings:

A & C:

Zinn, Hondagneu-Sotelo & Messner: Sex and gender through a prism of difference – pages 147-154

Snipp: The First Americans: American Indians – pages 442-449

Human Rights Report: Genocide & the Holocaust

www.unitedhumanrights.org/Genocide/history_of_the_holocaust.htm

Human Rights Report: Genocide & Rwanda.

www.unitedhumanrights.org/Genocide/genocide_in_rwanda.htm

National Center for Human Rights Education: www.nchre.org

United Nations. Report on genocide, 2007. www.unhrc.org

October 6:

In the classroom

Topics:

Immigration, borders, & social and economic justice

Self-assessment: Life long learning. Personal belief systems & values

Dimensions of cultural background

Terms & Concepts

Acculturation	Africentric	Assimilation	Asylum	Bi-cultural
Classism	Cultural competence	Family structure	Heterogeneity	
Homogeneity	Immigration status	Refugees	Spirituality/orientation	

Required Readings:

Blackboard: Dimensions of culture (under Course Materials)

A & C:

Childs: Navigating interracial borders: Black-white couples and their social worlds - pages 335-343

Lareau: Unequal childhoods – pages 348-358

Madrid: Missing people and others – pages 17-22

National Network for Immigrant and Refugee Rights: www.nnirr.org

***Weaver. Chapter 4: Striving for cultural competence – pages 63-82. *Explorations in cultural competence: Journeys to the four directions.*

***Weaver. Chapter 12: Immigrants and refugees, pages 263-274. *Explorations in cultural competence: Journeys to the four directions.*

October 13: Community field trips: Exploring diversity & oppression in our backyard.

Details on Blackboard under Course Materials

Terms & Concepts:

Cultural identity	Intersectionality	Internalized oppression	Redlining
-------------------	-------------------	-------------------------	-----------

Working poor

Required readings:

Blackboard: Guidelines for community trip

October 20: In the classroom

Topics: Societal forces, myths, and stereotypes

In-class small group activity: Critical analysis of print media

In-class small group activity: Critical analysis of community field trips

NOTE: Ethnographic Interview Paper DUE No later than Wednesday, October 22 by 12:00 noon via Blackboard Assignment Manager

Terms & Concepts:

Class	Discrimination	Economic justice	Invisibility	Media influences
Otherness	Social institutions	Social justice	Stereotypes	

Required Readings:

A & C:

Part III: The structure of social institutions--only pages 277 - 281

Kilbourne: "You talkin' to me?" – pages 228-237.

Mantsios: Media magic: Making class invisible – pages 384-392

National Association of Social Workers (NASW). (2001). *Standards for Cultural Competence in*

Social Work Practice. www.socialworkers.org/sections/credentials/cultural_comp.asp

National Center for Cultural Competence, Georgetown University. Washington, D.C.

<http://www.georgetown.edu/eseach/gucdc/ncc/index.html>.

October 27: Quiz #1 Blackboard Online; opens October 27 @ 12:00 p.m. and closes October 30 @ 6:00 p.m.; time limit is 45 minutes.

NOTE: Blackboard: Quiz #1 Study guide under Course Materials

NOTE: Blackboard under Course Materials: Requirements for Lifelong Learning Plan

November 3: In the classroom

Topics: Culturally related values & attitudes regarding older adults and later life
Diversification of the older population

Video: PBS: *Living old: The modern realities of aging in America*

NOTE: DUE Four year Learning Plan for Cultural Competence NO later than November 5 by 5:00 p.m. submitted via Blackboard Assignment Manager

Terms & Concepts

Ageism	Filial piety	Inter-sectionality	Older adults
Productive aging	Stereotypes	Spiritual orientation	The old old

Required readings:

- ***Pinquart, M., & Sorenson, S. (2005). Ethnic differences in stressors, resources, and psychological outcomes of family caregiving: A meta-analysis. *Gerontologist*, 45(1), 90-106.
- ***Pinquart, M., & Sorenson, S. (2006). Gender differences in caregiver stressors, social resources and health: An updated meta-analysis. *Journals of Gerontology* 61B(1), P33-P45.

November 10: **Online: Blackboard Discussion Group #4:** opens November 7 & graded November 15.

November 17: **In the classroom**
Topics: Diversity & community: Worldviews & social work

Video: PBS: *The house we live in*

Terms & Concepts:

Community action Feminist worldview Inherent/indigenous support
 Interconnectivity of oppression Prejudice Social change Social constructions
 Worldviews

Required Readings:

A & C:

Part IV: Social change and sites of change – pages 481-491.

Bell: Silent covenants – pages 530-534.

Baumgardner & Richards: Manifesta – pages 547-550.

Espiritu: Ideological racism and cultural resistance – pages 156-165

NOTE: Blackboard: Quiz #2 Study Guide under Course Materials

November 24: **Quiz #2 Blackboard Online;** open November 24 @ 12:00 p.m. and closes November 28 @ 6:00 p.m.; time limit is 45 minutes.

Required Readings:

Blackboard: Quiz #2 Study Guide under Course Materials

December 1: **In the classroom**
Topic: Ethical principles & dilemmas in practice

In class small group activity: Critically analyzing ethical dilemmas arising in cross-cultural practice.

Required Readings:


NASW. *Code of Ethics*. www.socialworkers.org

International Federation of Social Workers. *Code of Ethics*. www.ifsw.org

COURSE EXPECTATIONS and GRADING POLICY

1. Students are expected to participate fully in all online activities and in all classroom sessions.

2. Students are expected to read all assigned readings thoroughly before coming to class.
3. Students are expected to complete and submit out of class written assignments on time & in response to the questions of each assignment as provided and to meet the following criteria:
 - a) Of graduate level quality in writing and organization.
 - (1) Errors in spelling and grammar in a paper written outside of the classroom will result in reductions of ½ point for each error in the overall score for an assignment (does not apply to Discussion Boards)
 - b) Properly citing sources in accordance with the *Publication Manual of the American Psychological Association* (5th edition) in textual citations & reference lists, and
 - (1) Use 12 fonts, double-spacing, 1" margins on all four sides, and inclusive non-sexist language.
4. An automatic 48 hour extension is allowed for submission of outside the classroom written papers/assignments (does NOT apply to online/Blackboard Discussion Board activities).
 - * The professor MUST be notified via a message on voicemail OR email AT LEAST 1 HOUR PRIOR TO THE DUE DATE & TIME of the assignment.

 **Details of Course grading criteria, point distribution, and points and details of assignments, activities & quizzes**

Total Point Distribution for Course; total points for course grades are <u>not</u> rounded—e.g., 81.999 = 81.0 (= C+)	Points for Course Assignments, Quizzes, & Activities	
100 – 95	A	In class Activity: Print media analysis 4 points
94 – 88	B+	In class Activity: Community trip analysis 5 points
87 – 82	B	In class Activity: Ethical dilemmas & advocacy 4 points
81 – 76	C+	Ethnographic Interview & Paper 25 points
75 – 70	C	Discussion Boards (3 points each) 12 points
69 & Below	F	Lifelong Learning Plan 20 points
		Quiz #1 20 points
		Quiz #2 <u>10 points</u>
		Total points achievable in this course 100 points

Blackboard Discussion Boards: There are four; each is worth 3 points. Grading is as follows:
 0-1.0 point = inadequate participation & inadequate content in responses to discussion;
 1.1-2.0 points = adequate participation & adequate content in responses to discussions;
 2.1-3.0 points = adequate participation & adequate content in response to discussions ± evidence of critical analysis and critical thinking in responses to discussion.

*The resources for each Discussion Board are provided to each group through their Blackboard website.

Discussion Board #1: Discussing & critically analyzing myths, personal beliefs, values, & the formation of cultural identity & worldviews. PBS Website: *Race & the illusions of race*; detailed questions posted with each discussion board.

Discussion Board #2: Critical thinking: Discussing privilege, & systems of power & inequality & their impact on basic human rights

Discussion Board #3: Using information technology to discuss national & international oppression, genocide, hate crimes, oppression, locating culturally affirming resources; advocating & empowerment leading to basic human rights including freedom, safety, privacy, adequate standards of living, health care & education. details posted with each discussion board group.

Discussion Board #4: Discussing health, social and economic disparities nationally and internationally.

In class small group activity: Print media analysis of lay magazines. The purpose of this activity is to explore the influence of print media on shaping and forming cultural identities, stereotypes, and/or other messages, and to analyze how personal values & beliefs & biases influence our perception of these images. (4 points)

In class small group activity: Community trip analysis. The purpose of this activity is to critically analyze and share with your small group members what you learned or became aware of during your community trip concerning your own beliefs, biases, and values about diversity, race, and socio-economic class and to discuss how these may influence your practice. (5 points). For the community trip, you may use the Memphis public bus system or trolley in groups of no more than 3 (three) persons.

Here are some suggestions:

The National Civil Rights Museum

Church Health Center (on Peabody)

The Memphis Food Bank

Department of Human Services (on Main Street)

The MED—Regional Trauma Center Emergency Room

In class small group activity: Critical analysis of ethical dilemmas arising in cross-cultural practice and develop strategies for advocate

for culturally affirming practice respectful of diversity and cultural backgrounds. (4 points for participating in

Ethnographic Interview & Written Essay Assignment

Objectives of this assignment: To understand what it means to live as a member of a cultural group the one(s) to which you yourself belong unlike in more than one demographic (e.g., gender, age, spiritual orientation, race, ethnicity, immigration status) through taking the "learners" stance with an informant of as an expert in her/his cultural background other than your own.

Guide for Interview

First:

1. Select a person (known as an "informant") who is not related to you, who is not a client or a supervisor, and whom you do not know very well at all; AND who is unlike yourself in at least one major demographic, cultural characteristic.

- a. explain that you are doing an assignment for your course, Diversity, social and economic justice, and oppression;
 - b. emphasize that you will keep the conversation CONFIDENTIAL;
 - c. emphasize that you will not disclose in anyway the identity of the person;
 - d. emphasize that you will not tape record the conversation;
 - e. explain briefly that your intent is to understand what is like to be a person with his/her demographic characteristics and her/his experiences in school, at work, in his/her neighborhood, at shopping centers, dating, buying groceries, on the street, applying for a job, etc., (i.e., in her/his life in general).
 - f. if the person agrees to be interviewed, proceed with setting up the interview
 - g. REMEMBER this is not a social work interview—we are not assessing, intervening or problem solving—
2. Then:
- a. engage the person in a discussion around the issues noted in #1.e. above.
 - b. REMEMBER this is not a social work interview—we are not assessing, intervening or problem solving—

3. After reflecting for several hours on the what you heard in the interview:

Develop a written paper covering each of the following:

Accurately incorporate five of the terms and concepts as listed below into the following.

- a. Summarize the significant areas covered in the interview from the viewpoint of the informant; this is not a "he said/she said" report. (4 points)
- b. What did you learn about the interaction of culture and its influence on identity, beliefs, & worldviews from the viewpoint of the informant? (7 points)
- c. What did you learn about group membership, access to social and economic resources, and discrimination? (7 points)
- d. Reflect and discuss your own personal beliefs & values & your own internal process in the Stages of Change as a result of the interview. (Blackboard under Course materials). (4 points).

Note: This assignment results in a typed, 4-page maximum, double-spaced paper utilizing APA standards & 12 fonts; submitted via Blackboard Online Assignment Manager.

***Total points achievable = 25 points with 22 points on responses to the above items, and 3 points on graduate level writing/organization. See Terms & Concepts required for appropriate & accurate inclusion in this assignment below.

Terms and concepts from which to select five (5) terms/concepts to incorporate in your paper:

Ageism	Institutional oppression
Birdcage	Intersectionality
Culture	Immigrant status
Discrimination	Liminality
Ethnicity	Oppression
Gender	Otherness
Heterosexism	Racism
Homophobia	Sexism
Immigration status	Immigrant status

Lifelong Learning Plan: The first four-years in attaining cultural competence

The purpose of this assignment is for you to develop a clear plan for achieving a solid foundation in becoming culturally competent as a commitment to lifelong professional learning. The

Learning Plan must include:

1-Overall Goal –be clear and specific about a specific culture/cultural background about which you will have achieved basic culturally competence at the end of the four years. (2 points)

2-Three (3) Objectives that when accomplished will cumulatively lead you to achieving your Goal. (2 points each Objective)

3-Three (3) Methods/activities for each Objective that you will engage in that cumulatively will lead to their related objective. (1 point each Method/activity)

NOTE: (a) be sure that you have identified Objectives and/or Methods/activities for the 1st, 2nd, 3rd and 4th year Learning Plan. (b) Methods/activities are observable behaviors (e.g., visit X; view X; read X; write on X, etc.). Just thinking/contemplating/meditating are not observable, and, thus, not acceptable Methods/activities. (c) Maximum 3 pages; you should use a standard

Logic Model format, or outline format. Total points achievable = 20, with 17 points on content, clarity & logical organization, & 3 points on graduate level writing.

Quizzes

Both quizzes are timed, with each item worth 1 point, & occur on Blackboard.

Quiz #1 has 20 items & covers the terms and concepts for understanding diversity & cultural backgrounds, mechanisms of oppression, discrimination, power & privilege, identity formation, culturally specific knowledge & issues of social & economic justice from the beginning of the semester to October 24; timed to 50 minutes; 1 point each item.

Quiz #2 has 10 items and covers the terms and concepts for understanding diversity & cultural backgrounds, mechanisms of oppression, discrimination, power & privilege, identity formation, culturally specific knowledge & issues of social & economic justice from October 28th to November 24th; timed to 30 minutes; 1 point each item.

NOTE: Terms and concepts appear in the delineation of each course session in this outline; study guides will be posted on Blackboard for each quiz...

Additional Resources

Films:

Bend it like Beckham

Beyond beats and rhymes

Boys don't cry

Killing us softly 3

Raising Cain: Boys in focus

TransAmerica

Whale rider

Print & websites:

Al-Krenawi, A., & Graham, J. (2000). Culturally sensitive social work practice with Arab clients in mental health settings. *Health & Social Work, 25*(1), 9-22.

Andersen, M. (2003). *Thinking about women: Sociological perspectives on sex and gender*. (6th ed.). NY: Metropolitan Books

Anti-defamation League: www.adl.org

Asian-American Chamber of Commerce: www.asianamerican.org/as.html

Barnes, S. (2001). Stressors and strengths: A theoretical and practical examination of nuclear, single-parent, and augmented African American families. *Families in Society*, 82(5), 449-460.

Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. *Journal of Transcultural Nursing*, 13(3), 182-184.

Center for Media Literacy Library. *Five core concepts. Five key questions.* www.mediaed.org

Collins, P. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment.* (2nd ed.). NY: Routledge.

Diamond, J. (1999). *Guns, germs and steel: The fates of human societies.* NY: W.W. Norton & Company.

Dosser, D., Smith, A., Markowski, E., & Cain, H. (2001). Including families' spiritual beliefs and their faith communities in systems of care. *Journal of Family Social Work*, 5(3), 63-78.

Freeman, J. (1994). *Women: A feminist perspective.* (5th ed.). Mountain View, CA: Mayfield Publishing Co.

Foundation for Ethnic Understanding: www.ffeu.org

Hodge, D. (2004). Working with Hindu clients in a spiritually sensitive manner. *Social Work*, 49(1), 27-38.

hooks, b. (2000). *Feminism for everybody.* Cambridge, MA: South End Press.

International Association of Schools of Social Work (IASSW) (2004) Global Standards for Social Work Education and Training. www.iassw-aiets.org/

Japanese American Citizens League: www.jacl.org

- Kimmell, M. S. & Messner, M. A. (Eds.). (1995). *Men's lives* (6th Ed.). Boston: Pearson/Allyn & Bacon.
- Kumashiro, K., (Ed.). (2001). *Troubling intersections of race and sexuality: Queer students of color and anti-oppressive education*. Lanham, MD: Rowman & Littlefield.
- Lum, D. (2003). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Murguia, A., Peterson, R., & Zea, M. (2003). Use and implications of ethnomedical health care approaches among Central American Immigrants. *Health & Social Work*, 28(1), 43-52.
- National Association of Social Workers (NASW). (June 23, 2001). *Standards for Cultural Competence in Social Work Practice*.
www.socialworkers.org/sections/credentials/cultural_comp.asp
- National Conference for Community and Justice: www.ncci.org/
- National Congress of American Indians: www.ncai.org/
- National Council of La Raza: www.ncir.org/
- National Urban League: www.nul.org/
- Perkins, C. (1995). *The yellow wallpaper and other stories*. (Robert Shulman, Ed.). NY: Oxford University Press.
- Rothenberg, P. S. (Ed.). (1995). *Race, class and gender in the United States*. (3rd ed.). NY: St. Martin's Press.
- Sout, K., & McPhail, B. (1998). *Confronting sexism & violence against women: A challenge for social work*. Chicago, IL: Longman Publishers.
- Sudha, S., & Multran, E. (2001). Race, ethnicity, nativity, and issues of health. *Research on Aging*, 23(1), 3-13.

U. S. Department of Health and Human Services, Public Health Service, Office of Minority

Health. (2001). *National standards for culturally and linguistically appropriate service in health care: Final report*. www.omhrc.gov/CLAS/index/htm

Van Hook, M., Huguen, B., & Aguilar, M. (2001). *Spirituality within religious traditions in social work practice*. Pacific Grove, CA: Brooks/Cole.

Weaver, H. (2003). *Voices of First Nations People*. New York: Haworth Press.

Williams, S., & Dilworth-Anderson, P. (2002). Systems of social support in families who care for dependent African American elders. *The Gerontologist*, 42(2), 224-236.