

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

Memphis Campus

SW 517 Diversity, Social and Economic Justice, and Oppression

(2 cr)

Spring 2009

Session 1

Instructor:	Dr. Egan
Office Hours:	Mondays: 3:00 p.m. – 4:00 p.m. Tuesdays: 1:00 p.m. – 2:30 p.m. & by appointment
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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**

January12:

Online: Discussion Board #1: Open January 14, closed January 21

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: The difference between us*

Terms & Concepts

Ablism	Acculturation	Assimilation	Cultural identity	Diversity
Ethnicity	Family structure	Gender roles	Heterogeneity	Homogeneity
Language	Nativity	Otherness	Racism	Roles
SEC	Spirituality/orientation			

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

***Weaver. Chapter 3. "Self-reflection," pages 47-65. *Explorations in cultural competence: Journeys to the four directions*.

On Blackboard under Course Materials:

Dimensions of culture

Stages of Change

Websites:

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>.

January 20:

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
Liminality	Racism	SEC	Sexism	Sexual orientation
Social construction		Stigma	Stereotype(s)	Xenophobia

Required Readings:

Blackboard under Course Materials: Critical thinking PowerPoint
A & C:

Frye: "Oppression" – pages 29-32

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 & Matthaei: "Race, class, gender and women's work" – pages 283-292

January 27:

Online: Blackboard Discussion Group #2: Open January 24th, closed January 31st

Topics: Power and inequality
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	Oppression	Otherness	Privilege	Relational status
SEC	Sex/gender role		Sexism	Social construction
Social institutions	Social role(s)		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

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

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

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

Katz: "The invention of heterosexuality" – pages 252-262

Newman: "The invisible poor" – pages 303-312

NOTE: A logic model (LM) form is posted under Course Documents. You may find the LM useful in developing your Lifelong Learning Plan and is an acceptable format for that assignment.

February 2:

Online: Discussion Board Group #3: Open February 1, closed February 9

Topics: Human rights, genocide & hate crimes
Advocating & empowerment for basic human rights
Immigration

Terms & Concepts:

Asylum	Bi-cultural	Civil rights	Genocide	Hate crimes	Human rights
Immigration status		Indigenous	Liminality	Newcomers	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

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

***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.*

Websites:

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

Human Rights Reports:

Genocide & the Holocaust www.unitedhumanrights.org/Genocide/history_of_the_holocaust.htm

Report on genocide, 2007. www.unhrc.org

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

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

NOTE: Blackboard under Course Documents: Guidelines for community trip

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

Quiz #1 Blackboard Online; 20 items, multi-response/multiple choice & true/false; opens

February 5 @ 12:00 noon, closes February 8 @ 6:00 p.m.; time limit is 60 minutes.

February 9:

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

NOTE: DUE Four year Learning Plan for Cultural Competence NO later than February 12, 2009 by 5:00 p.m. submitted via Blackboard Assignment Manager

February 16:

Online: Discussion Board Group #4: Open February 15, closed February 20

Topics: Societal influences and stereotypes
Social and economic justice & disparities

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

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

Video: PBS Episode III: *The house we live in*

Terms & Concepts:

Class	Discrimination	Disparity(ies)	Economic justice
Heterosexism	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

NOTE: Blackboard: Quiz #2 Study Guide under Course Materials**February 23:****NOTE:** Ethnographic Interview Paper DUE no later than February 24 @ 6:00 p.m.; NO extensions

Topics: Culturally related values & attitudes regarding older adults and later life
 Diversification of the older population
 Locating culturally affirming resources
 Ethical principles & dilemmas in practice

Video: PBS: *Living old: The modern realities of aging in America***In class small group activity:** Critically analyzing ethical dilemmas arising in cross-cultural practice.**Terms & Concepts**

Ageism	Filial piety	Inter-sectionality	Older adults
Productive aging	Stereotypes	Spiritual orientation	The old old
Community action	Inherent/indigenous support		Interconnectivity
Prejudice	Social change	Social constructions	Worldviews

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.

A & C:

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

Bell: "Silent covenants" – pages 530-534.

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


Websites:NASW. *Code of Ethics*. www.socialworkers.orgInternational Federation of Social Workers. *Code of Ethics*. www.ifsw.org

Quiz #2 Blackboard Online; 10 items multi-response/multiple choice and true/false; opens February 23 @ 12:00 p.m., closes February 24@ 12 midnight/a.m.; time limit is 30 minutes.

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 OR to any assignment due the last week of the course).
 - * 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 group site.

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

Discussion Board #2: Critical thinking: Discussing privilege, & systems of power & inequality

& their impact on basic human rights; detail instructions posted for each discussion board group.

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; detailed instructions posted for each discussion board group.

Discussion Board #4: Discussing health, social and economic disparities nationally and internationally; detail instructions posted for each discussion board group.

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 societal 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 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 culturally affirming & respectful communication in 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 destination 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 to advocate for culturally affirming practice that is respectful of diversity and cultural background(s). (4 points)

Ethnographic Interview & Written Essay Assignment

Objective 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 extensive reflection 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, feelings, beliefs, values, & worldviews from the viewpoint of the informant? (7 points)
- c. What did you learn about group membership, access to social and economic resources, power relationships, privilege, 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

Birdcage

Culture

Discrimination

Ethnicity

Gender

Heterosexism

Homophobia

Immigration status

Institutional oppression

Intersectionality

Immigrant status

Liminality

Oppression

Otherness

Racism

Sexism

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 the foundation to your becoming culturally competent in your commitment to lifelong professional learning. The

Learning Plan must include:

1-Overall Goal –a description of your own culturally affirming/competent knowledge and skills specific to a culture/cultural background that will occur as a result of your achieving the objectives of the plan through implementing the methods/activities identified for each objective.

(2 points)

2-A minimum of three (3) Objectives that when accomplished will cumulatively lead you to achieving your Overall Goal. (2 points each Objective)

3- A minimum of three (3) Methods/activities for each Objective in which you will engage, that cumulatively will lead to your achieving the related objective. (1 point each Method/activity)

NOTE:

(a) be sure that you have identified the year (i.e., 1st, 2nd, 3rd, and 4th) in which each Objective will be achieved.

(b) Methods/activities are observable behaviors (e.g., visit X; view X; read X; write on X, interview, etc.). Just thinking/contemplating/meditating are not observable, and, thus, not acceptable Methods/activities.

(c) **Maximum 3 pages**; it is good to 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 background(s), mechanisms of oppression, institutional oppression, discrimination, liminality, marginalization, power & privilege, cultural identity formation, culturally specific knowledge, social & economic justice, & diversity, immigration from the beginning of the semester to the week of the Quiz; timed to 60 minutes; 1 point each item.

Quiz #2 has 10 items and covers the terms and concepts for understanding stereotypes, societal influences, redlining, disparities, classism, ageism, elements of cultural varieties, ethical dilemmas in culturally diverse practice, culturally affirming resources from Quiz #1 to the week of Quiz #2; 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 media & 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.