

**UNIVERSITY OF TENNESSEE**  
**COLLEGE OF SOCIAL WORK**

**SW 517 Diversity, Social and Economic Justice, and Oppression**

**(2 credit hours)**

**Spring 2009**

Mary Rogge, Ph.D.

Social Work 517, Section 001

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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](http://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, ablist, 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 Text**

Andersen, M. L. & Collins, P. H. (2007). *Race, class, & gender: An anthology* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing Co.

### **Additional Readings and Resources**

Other **required** course readings are listed in the syllabus and are available on-line through the UTK Hodges Library Course Reserves site.

Additional reading materials may be distributed during class sessions. Some required readings may be changed over the course of the semester.

Please also familiarize yourself with these University of Tennessee resources:

The University of Tennessee Libraries. (2008). Reference Shelf – Style Manuals. Retrieved August 6, 2008 from <http://www.lib.utk.edu/refs/style.html> (for APA style).

The University of Tennessee Libraries. (2008). Understanding Plagiarism. Retrieved August 6, 2008 from <http://www.lib.utk.edu/instruction/plagiarism/students.html>

The University of Tennessee Libraries. (2008). Diversity Committee's Diversity Resource Guides. Retrieved August 6, 2008 from [http://www.lib.utk.edu/diversity/resources/diversity\\_resource\\_guides.html](http://www.lib.utk.edu/diversity/resources/diversity_resource_guides.html)

### **Course Requirements**

Graduate level work includes an ability to synthesize one's experience and knowledge into an explanation that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax and grammatically correct. Even if you use a word processing program with spell check, proof read your work. The use of the Publication Manual of the American Psychological Association (5<sup>th</sup> ed.) format including the use of headings/subheadings, reference list, and title page is expected to be used as a guide for writing and citing sources. The following criteria will be used for all graded assignments:

- Quality and clarity of writing and organization;
- Comprehensiveness;
- The extent to which course concepts,, discussion and readings are reflected in the writing; and
- Submission of assignments on the dates specified within the guidelines provided.

#### **1. Assigned Readings, Activities, and Attendance**

Students are expected to complete all readings assigned by the instructor before attending class; participate in all on-line and in class discussions; and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow students. Students are also encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion. The format for activities carried out in class or via Blackboard will be related to course readings, lectures, small group exercises, and other venues.

Regular attendance is essential. Students are expected to be on time, attend all class sessions, and stay until the completion of class sessions. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail. Students will only be excused for documented emergencies. Unexcused absences from the course and chronic lateness will result in reduction of the final grade by one grade level.

All class assignments are expected to be submitted on their specific due date. Any assignment **NOT submitted** on the specified due date is subject to a **penalty of two (2) points per day** until the assignment is turned in. **Any assignment that is more than 7 days overdue will not be accepted.**

## 2. Assignments

### **Blackboard Discussions (5points) Due Week 3**

There will be one discussion board during the semester. Information about the discussion board activity is listed on the course outline, will be discussed in class, and will be available on the course website under class assignments. Discussion board topics will include communicating affirmation and respect for diversity and strengths across and within various cultures and cultural backgrounds, the influence of personal belief systems and values with regard to diversity and culture on social work practice, and the role of power and privilege in institutionalized oppression, stigmatization, and discrimination. Every student is expected to complete the assignments prior to the date posted on the syllabus and discussion board activities by the specified date. Once the date has past, the material will not longer be available and you will receive no points for any discussion board activity not completed.

### **Culture/Cultural Backgrounds Exploration Paper I** **Ethnographic Interview (25 pts) Due Week 4**

The purpose of this assignment is to develop an understanding what it means to live as a member of an ethnic group unlike the one(s) to which you yourself belong and to gain an insider's view of the world of the informant. Students will interview an individual from a culture different from their own. You may NOT use a relative, a colleague, a client or supervisor at your place of employment or field placement nor another College of Social Work student, staff or faculty member as your informant.

Although this interview should focus on the informant's story, students will write a four page maximum paper describing the student's perceptions of what is it like to be a person with the informant's demographic characteristics; experiences in school, place of employment, social activities such as dating, meeting people outside of school or work, shopping centers, buying groceries, applying for work, and other general events/experiences. This is NOT a social work interview. Additional information regarding the guidelines for completing this written assignment will be discussed in class and will be available on the course website under class assignments.

### **Culture/Cultural Backgrounds Exploration Paper II** **Cultural Literacy (20 pts) Due Week 5**

The purpose of this assignment is to help students learn about a culture different from their own. Focusing on the culture of the informant interviewed for the previous assignment (ethnographic interview), students will conduct an information search about this cultural group to learn as much as possible about this culture to figure out how to best meet the needs of a client from this culture using evidence based strategies. Students will also search for culturally acceptable local and regional resources that may be available for individuals, families, groups, organizations, and communities reflective of this culture.

In a maximum three page paper, students will describe the information gathered, discuss how the information gathered helped understand this culture, how it will help meet the needs of clients from this culture, and how their professional practice improved from having participated in this activity.

Additional information regarding the guidelines for completing this assignment will be discussed in class and will be available on the course website under class assignments.

**Culture/Cultural Backgrounds Exploration Abstract and Paper III**  
**A Critical Assessment of Internet Resources (20 pts) Due Week 6**

Peruse the following websites. Some are local and regional, some are national or international that could lead to similar types of resources at local and regional levels that are culturally appropriate and useful with regard to client/client systems and advocacy for human rights.

<http://www.highlandercenter.org/>

<http://www.blacksunshine.org/>

<http://www.jwj.org/>

<http://www.hrc.org/>

<http://tndisability.org/>

<http://www.economichumanrights.org/>

<http://www.appalshop.org/>

<http://www.tnimmigrant.org/>

<http://www.youthresource.com/>

<http://www.narf.org/>

<http://www.tvuuc.org/>

From this set of links, select one or more that targets culture/cultural background of interest. If the culture/cultural background explored in papers I and II fits this assignment, use it, otherwise, select another. Students will familiarize her/himself with the link(s) and develop a three page maximum paper that identifies the link(s), the culture you've chosen, and respond to the set of response items that will be posted on Blackboard for this assignment. These items will include, but not be limited to how the culture is portrayed on the link, what the "media" message is, and how one might assess whether the website is reputable. Students will include in the paper two new websites – preferably that inform local and regional resources – the student has located, reviewed and assessed as culturally acceptable with regard to the target culture/cultural background. The rationale as to why the additional two links are culturally acceptable and reputable will be included.

Students will also prepare a 1 paragraph abstract of this paper that will include the links used in the larger paper and that will be posted on Blackboard discussion board to be shared with all class members.

Additional information regarding the guidelines for completing this written assignment will be discussed in class and will be available on the course website under class assignments. Students' outcomes of this assignment will be used in detail in an extensive in-class exercise on 11/10/08.

**A Four Year Life Long Learning Plan (25 pts) Due Week 7**

Students will expand critical thinking and self-awareness through a personal self-assessment of his/her own cultural competence. Upon examination of one's values, lifestyle, class, culture on client/client system practitioner work, students will develop a detailed plan outlining an ongoing commitment to life long professional learning and professional development for culturally competence practice. Additional information regarding the guidelines for completing this assignment will be discussed in class and will be available on the course website under class assignments.

**Grade Distribution**

Blackboard Discussion	5 points
Ethnographic Interview and Paper	25 points
Cultural Literacy Paper	25 points

Critical Assessment of Internet Resources Paper	20 points
Life Long Learning Plan	25 points
<b>Total</b>	<b>100 points</b>

\*Due dates are noted on each assignment as well as in the course schedule.

### Grading Scale

The following grading scale will be used for final course grade.

A (95-100)	Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
B+ (90-94)	Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
B (85-89)	Good – Student consistently meets normal expectations for the course.
C+ (80-84)	Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
C (70-79)	Poor - There is a lack of understanding of course content. Student does not meet course expectations.
F (69-Below)	Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met.

### Course Outline

*We may have guest lecturers join us for some of our class sessions, and may include additional short videos related to the week's topics.*

### Week 1 (January 12)

#### **Lecture**

#### **Culturally Affirming Practice**

Review of syllabus, discussion of assignments, blackboard and in-class activities, and library resources and reserve information. Define and discuss evidence-based knowledge (empirical, expert, and experiential) introduction to core concepts including communicating affirmation and respect for diversity and strengths across cultures and cultural backgrounds, social and economic justice and oppression, human rights and dignity, cultural competence, culturally competence practice.

Part I, A. & C., Why Race, Class, and Gender Still Matter, 1-16.

Part II, A. & C., Systems of power and inequality, 61-90.

A. & C., Part I, Frye, Oppression, 29-32.

A. & C., Part I, Takaki, A different mirror, 32-44.

A. & C., Part I, Lorde, Age, race, class, and sex: Women redefining difference, 52-59.

#### **Activity:**

“... a Little Respect” Individual and small group exercise.

#### **Video**

PBS: Race: The power of illusion

#### **Supplemental Readings**

Weaver, H. (2005), Introduction, 1-5

Chapter 1: Social work history and cultural diversity

## Chapter 2: Cultural identity: Theories and implications

**Week 2 (January 19)****No In class Session – Celebrate Dr. Martin Luther King!****Expanding Cultural Competence and Self Awareness**

Self awareness and self critique of how one's personal beliefs systems and values about diversity, justice, and culture/cultural backgrounds affect social work practice, social constructions, of normality, personal epistemology. Building a lifelong learning plan. Assess how culture/cultural background influences self, client/systems, other practitioners, group membership, access to resources, and justice.

*Activity: Complete the week's required readings, the discussion board assignment, and begin thinking about, outlining, and drafting your four year learning plan.*

**Required Readings**

Weaver, H. (2005), Chapter 3: Self-reflection and beyond: The challenges of examining cultural diversity honestly. 47-65.

Weaver, H. (2005), Chapter 4, Striving for cultural competence, 86-82.

*Select and critique one of the major documents at one of the following sites:*

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

[www.socialworkers.org/sections/credentials/cultural\\_comp.asp](http://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>.

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*

<http://www.omhrc.gov/CLAS/index/htm>

**Assignment: Online Blackboard Activity/ # 1.** Respond to the Discussion Board assignment posted on the Blackboard site with regard to the video and readings thus far. The items include, but may not be limited to critical analysis of personal beliefs, values and myths; and the importance of culture/cultural backgrounds to how identity and worldviews are formed.

**Week 3 (January 26)****Lecture****Power, Privilege, Inequality, Culture: Race and Racism**

The role of power and privilege in institutionalized oppression, stigmatization, and discrimination, social construction and social influences, "isms" and stereotypes, in local to global settings and contexts.

**Video**

PBS: Race: The power of illusion (Part 2)

**Required Readings**

Andersen & Collins,  
 Part II, Borilla-Silva -- Racism without "racists", 90-97.  
 Part II, McIntosh -- White privilege: Unpacking the invisible knapsack, 98-102.  
 Part II, Williams -- Of race and risk, 103-105.  
 Part II, Martinez -- Seeing more than black and white, 105-111.  
 Part II, Ferber -- What white supremacists taught a Jewish scholar about identity, 111- 115.

**Supplemental Readings**

Weaver, H. (2005), Chapter 5, Native Americans.  
 Weaver, H. (2005) Chapter 6: African Americans – pages 110-134.

**Week 4 (February 2)****Lecture      Power, Privilege, Inequality, Culture: Families and Older Adults**

The role of power and privilege in institutionalized oppression, stigmatization, and discrimination, social construction and social influences, “isms” and stereotypes, in local to global settings and contexts, continued. Focus on diversity and stereotypes of families and older adults in various cultures and with various cultural backgrounds..

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

**Supplemental Readings**

Andersen & Collins,  
 Part II, Lareau, Unequal Childhoods, 348-358.  
 Part II, Sayeed, Chappals and gym shorts: An Indian Muslim woman in the land of Oz, 358-364.  
 Part III, Newman -- The invisible poor, 303-312.  
 Part III, Childs -- Navigating interracial borders: Black-white couples and their social worlds, 335-343.

**Assignment      Culture Paper I (25 pts) Due****Week 5 Friday February 13**

**SPECIAL JOINT SESSION OF BOTH SW517 CLASSES  
 8:30 – 12:30 A.M.  
 UT BLACK CULTURAL CENTER**

**Panel Presentation      Power, Privilege, Discrimination, and Values: Sexual Orientation and Gender Identity, Religion, and Social Work.**

The role of power and privilege in institutionalized oppression, stigmatization, and discrimination, social construction and social influences, “isms” and stereotypes, in local to global settings and contexts, continued.

Part II, Weston, Is “Straight” to “Gay” as Family” is to “No Family”?, 343-348.  
 Part II, Zinn, Hondagneu-Soltelo, & Messner, Sex and gender through the prism of difference, 147-154.

Part II, Gershick, Toward a theory of disability and gender, 185-189  
 Part II, Kilbourne, "You talkin' to me?" 228-237.  
 Part II, Katz, The invention of heterosexuality, 252-262.

**Assignment**      **Cultural Literacy Paper II (25 pts) Due**

**Week 6 (February 16)**

**Lecture**      **Who Tells the Story? Media and Culture**

The role of power and privilege in institutionalized oppression, stigmatization, and discrimination, social construction and social influences, "isms" and stereotypes, in local to global settings and contexts, continued. Focus on control of data and presentation of perspective through "public" channels.

**Class Activity** Class and small group activity exploring sources of, control over, and social construction of information.

**Required Readings**

Andersen & Collins,  
 Part III, Moore, Racist stereotyping in the English language, 363-376.  
 Part III, Mantsios, Media magic: Making class invisible, 384-392.  
 Part III, Snipp, The first Americans: American Indians, 442-449.

**Assignment**      **Critical Assessment of Internet Resources Paper III (20 pts) Due**

**Week 7 (February 23)**

**Lecture**      **Human and Civil Rights - Immigration**

The role of power and privilege in institutionalized oppression, stigmatization, and discrimination, social construction and social influences, "isms" and stereotypes, in local to global settings and contexts, continued. Culturally responsiveness and understanding intra-cultural resources. Human and civil rights. The question of our borders and institutional oppression. International and global oppression & social justice.

**Required Readings**

Tennessee Immigrant and Refugee Rights Coalition, <http://www.tnimmigrant.org/>  
 Southern Poverty Law Center, at <http://www.splcenter.org/>  
 International Federation of Social Workers, Human Rights Activities, at <http://www.ifsw.org/en/p38000014.html>  
 Amnesty International, at <http://www.amnesty.org/>  
 United Nations Office of the High Commissioner on Human Rights, at <http://www.ohchr.org/>

**Supplemental Readings**

Andersen & Collins, Part III, .Churchill, 376-383.  
 Weaver, H. (2005), Immigrants and refugees.

**Video**            The Telling Takes Me Home

**Assignment    Four Year Learning Plan (25 pts) Due**

**Additional Resources**

- 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*. (6<sup>th</sup> ed.). NY: Metropolitan Books
- 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.
- Cohen, M. N. (1998). *Transforming the culture of intolerance*. New Haven, CT: Yale University Press.
- Collins, P. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. (2<sup>nd</sup> 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*. (5<sup>th</sup> ed.). Mountain View, CA: Mayfield Publishing Co.
- Hodge, D. (2004). Working with Hindu clients in a spiritually sensitive manner. *Social Work, 49*(1), 27-38.
- Kimmell, M. S. & Messner, M. A. (Eds.). (1995). *Men's lives* (3<sup>rd</sup> ed.). Boston: 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* (2<sup>nd</sup> 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*. Retrieved, June 9, 2005, from [www.socialworkers.org/sections/credentials/cultural\\_comp.asp](http://www.socialworkers.org/sections/credentials/cultural_comp.asp)

- Panos, P., & Panos, A. (2000). A model for a culture-sensitive assessment of patients in health care settings. *Social Work in Health Care*, 31(1), 49-62.
- 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*. (3<sup>rd</sup> ed.). NY: St. Martin's Press.
- Rubin, L. B. (1983). *Intimate strangers: Men and women together*. NY: Harper & Collins.
- Rubin, L. B. (1976). *Worlds of pain: Life in the working-class family*. NY: Basic Books.
- Russell, D., & Harmes, R. (2001). *Femicide in global perspective*. NY: Teachers College 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*.  
\_HYPERLINK "<http://www.omhrc.gov/CLAS/index/htm>" \t "\_parent"  
<http://www.omhrc.gov/CLAS/index/htm> .
- Van Hook, M., Hugen, 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*