Texas A&M University - Commerce
Department of Social Work

SWK 541-41W: SOCIAL JUSTICE FOR OPPRESSED POPULATIONS
On-Line
Fall 2012

Instructor: Jaimie Page Brill, PhD, MSW
Office: HEN 317
Virtual Office Hours: Mondays from 12 - 2
Office Phone: 903-468-3009 (Commerce)
Cell Phone: 817-907-3778
E-mail: Jaimie_Page@tamu.edu

COURSE DESCRIPTION:

This course provides students with knowledge about social work with diverse populations, mechanisms of social oppression, and social work’s efforts to bring about social justice.

The emphasis in this course will be on developing an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation and disability status are particularly oppressed in our society, and (b) those client groups who perpetuate such oppression against individuals due to race, ethnicity, gender or disability status. In addition, the course will also develop culturally relevant macro and micro strategies of empowering these diverse groups.

GOAL & COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Students will be able to reflect the following competencies:

F 1.1 Demonstrate critical thinking and effective communication (2.1.3)

F 1.4 Engage in change strategies with individuals, families, groups, organizations & communities (2.1.10)

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Students will be able to reflect the following competencies:

F 2.1 Engage in policy practice (2.1.8)

F 2.2 Apply social work ethics & principles (2.1.2)

F 2.3 Engage diversity in practice (2.1.4)

F 2.4 Promote human rights and social and economic justice (2.1.5)

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3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Students will be able to reflect the following competencies:

F 3.1 Engage as professional social workers (2.1.1)

F 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

COURSE OBJECTIVES:

1. Students will expand their awareness of the significance of race, ethnicity, gender, sexual orientation, socioeconomic status, and disability as they impact individual and group opportunities for success and well-being in this country.

2. Students will examine their self identity and values as regards to social work values, ethics and professional practice.

3. Students will learn to critically analyze individual and group strengths based on respect for and appreciation of cultural differences.

4. Students will learn to identify historical, political, and socioeconomic forces that maintain racism, sexism, socioeconomic status and biases toward populations at risk.

5. Students will develop specific intervention micro, mezzo and macro strategies that promote economic and social justice for populations at risk.

STUDENT LEARNING OUTCOMES:
By the end of the course, students will be able to:

1. Demonstrate knowledge and skills relating to issues diversity, discrimination, oppression, and social justice.

2. Apply social work values to analyzing issues concerning diversity, discrimination, oppression, and social justice.

3. Articulate how American cultural values affect social justice.

4. Use critical thinking to analyze and apply the results of policy research, including placing such research in a global perspective—that is, what implications might current or proposed US policy have on other countries or populations outside of the US

5. Apply a model of social justice in analyzing policy related to poverty or inequality.

6. Identify, critically evaluate, and apply appropriate, evidence-informed social justice interventions at the agency or community level.

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7. Exercise policy practice skills, particularly in terms of critical thinking, research, analysis and writing

8. Demonstrate skills in ethical and empowerment-based social work practice, taking into account the impact of diversity (socio-economic status, race, gender, sexual orientation, ability, culture, religion, national origin and other client characteristics) in organizations, and communities.

**RELATIONSHIP TO OTHER COURSES:** This course builds on foundation courses and enhances all subsequent/additional social work courses by providing a basis from which development and analysis of social work interventions may be formed.

**TEXT:**


**GRADING:**

Course Requirements: To complete this course, students will be required to successfully complete class assignments. Attendance for all class meetings and participation are essential to integration of course material.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reaction Papers (3)</td>
<td>75</td>
</tr>
<tr>
<td>Interview of Social Justice Advocate</td>
<td></td>
</tr>
<tr>
<td>Review of the Literature Paper</td>
<td>100</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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A = 450-500
B = 400-449
C = 350-399
D = 300-349
F = 299 or below

**OVERVIEW OF ASSIGNMENTS:**

1. **REACTION PAPERS** (3 at 25 points each) (Outcomes 1 – 8)
   Students will write three brief reaction papers (1-2 pages, double-spaced). Students will react to three chapters selected by each student, from the Rothenburg text. The due dates are listed in the course outline. Students will upload the paper to Drop Box and provide a one paragraph summary of their reaction under “Reaction Discussion” during the Module the reading was Master Syllabus as of Fall 2011
assigned. For example if you choose to react to a chapter from Part III of the book, then you will post under Module Two’s Reaction Discussion. Please read each other’s reactions, and add to the discussion.

2. **INTERVIEW OF ADVOCATE FOR SOCIAL JUSTICE** (75 points) (Outcomes 1 – 8)

Students will interview a leader or employee of an organization that advocates for or assists an oppressed or special needs population group. The student will write a 3-4 page **paraphrased summary** of the interview that includes information received and personal reflections on the experience, and share the key findings with the class. Upload to Drop Box and post a one-paragraph summary under “Advocate Interview Discussion”. A suggested outline for questions will be available in Doc Sharing.

3. **LITERATURE REVIEW** (100 points) (Outcomes 1 – 8)

Students will write a paper which provides current statistics and a literature review focused on a specific ethnic or oppressed population. The conclusion should contain suggestions on possible micro, mezzo and macro interventions based on the student’s research. The literature review must include at least eight professional journal articles as well as information from web sites that are related to government or professional organizations. The student must use at least ten references. The paper should follow APA style and be 10 to 12 pages in length. Upload to Drop Box and provide a summary under “Literature Review Discussion”.

The paper will be graded using the following point system:

<table>
<thead>
<tr>
<th>Issues of Form</th>
<th>Percentage of Grade</th>
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</thead>
<tbody>
<tr>
<td>1. Required length</td>
<td>10%</td>
</tr>
<tr>
<td>2. Professional grammar, punctuation, spelling/ APA format</td>
<td>25%</td>
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<table>
<thead>
<tr>
<th>Issues of Content</th>
<th>65%</th>
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<tbody>
<tr>
<td>3. Evidence of scholarly research</td>
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<tr>
<td>4. Subject thoroughly covered, e.g. a complete bibliography with footnotes in the text which reflect the breadth of research done</td>
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<tr>
<td>5. Evidence of critical analysis and practice application</td>
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<tr>
<td>6. Connections made to various social, economic and/or political theories which have been presented in the course</td>
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<tr>
<td>7. Bibliography, which must uploaded to DocSharing; if you found any pertinent website, please share in Webliography</td>
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<tr>
<td>8. Students will write one-paragraph summary of the paper and post to eCollege under an “Literature Review Discussion”</td>
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9. **MID-TERM EXAM** (100 points) (Outcomes 1 – 8):

The mid-term exam will cover all material from class lectures, class discussions, eCollege postings, and readings to date. Multiple choice, T/F, short answer, and brief essay.

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10. **FINAL EXAM** (100 points) (Outcomes 1 – 8):

The final exam will cover all material from class lectures, class discussions, eCollege postings, and readings from Mid-term to date. Multiple choice, T/F, short answer, and brief essay.

**CLASS ATTENDANCE AND PARTICIPATION:**
Just as students are required to attend face-to-face classes at Texas A&M University-Commerce, students’ logging in and participating in online components is required. Final evaluation and grades depend on both your presence and participation. Students’ grades will be significantly impacted by inadequate participation or lack of required time commitment each week.

Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional classrooms, students are expected to spend time reading and studying class materials.

Group interaction is an important component of graduate level courses and for this class, albeit electronic communication. NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university’s computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.

If you believe that you are unable to fulfill the requirements for the course you should talk with your academic advisor about the possibility of early withdrawal. I will maintain weekly “office hours” for online and phone contact to discuss any issues or needs you have. These hours are from 12 – 2 on Mondays.

**POLICY ON DUE DATES:**

Class assignments should be completed in a timely and professional manner, including neatness, accuracy and evidence of professional level of preparation.

**Late assignments:** All assignments must be turned in by the assigned due date and time. Late assignments will be assigned a 10 point penalty for each calendar day late, and will only be accepted up to 2 days after the scheduled due date.

**POLICY ON PLAGIARISM AND CHEATING:**

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others’ words, phrases, or ideas in writing, the original author should be given proper credit.

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Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In”) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS:

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the NASW Code of Ethics to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES:

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, Master Syllabus as of Fall 2011.
and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).
<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Assignments for the Week</th>
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</table>
| 1      | **Module One: An Overview of Oppression**                             | Introduce yourself under “Introduction Discussion”  
Read through and complete all Activities and Resources for Module One  
Read Rothenberg, Parts I and II  
View Module One Power Points under Doc Sharing  
If you have chosen one of the chapters from Parts I and/or II for your Reaction Paper, upload your paper to Drop Box and post a one-paragraph summary under “Reaction Discussion”. Both due by Sunday, September 9 by 11:59 p.m. |
| 2      | **Module Two: “Deviants” & Discrimination**                           | Read through and complete all Activities and Resources for Module Two  
Read Rothenberg, Parts III and IV  
View Module Two Power Points under Doc Sharing  
If you have chosen one of the chapters from Parts I and/or II for your Reaction Paper, upload your paper to Drop Box and post a one-paragraph summary under “Reaction Discussion”. Both due by Sunday, October 7 by 11:59 p.m. |
| 3      | **Module Three: Race, Class, and Gender**                             | Read through and complete all Activities and Resources for Module Three  
Read Rothenberg, Parts V and VI |
<table>
<thead>
<tr>
<th>Module</th>
<th>Inequality</th>
<th>Module Four: Race, Class, and Gender Continued</th>
<th>Module Five: Strategies to Address Social Injustice</th>
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<tbody>
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<td>View Module Three Power Points under Doc Sharing</td>
<td>Read through and complete all Activities and Resources for Module Four</td>
<td>Read through and complete all Activities and Resources for Module Five</td>
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<td>If you have chosen one of the chapters from Parts I and/or II for your Reaction Paper, upload your paper to Drop Box and post a one-paragraph summary under “Reaction Discussion”. Both due by Sunday, October 28 by 11:59 p.m.</td>
<td>If you have chosen one of the chapters from Parts I and/or II for your Reaction Paper, upload your paper to Drop Box and post a one-paragraph summary under “Reaction Discussion”. Both due by Sunday, November 10 by 11:59 p.m.</td>
<td>If you have chosen one of the chapters from Parts I and/or II for your Reaction Paper, upload your paper to Drop Box and post a one-paragraph summary under “Reaction Discussion”. Both due by Sunday, November 10 by 11:59 p.m.</td>
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<tr>
<td></td>
<td>Mid-Term Exam due by Sunday, October 28 by 11:59 p.m.</td>
<td>Literature Review Paper due. Post paper to Drop Box and provide a one-paragraph summary under “Literature Review Discussion”. Post Bibliography to Doc Sharing. All due by Sunday, November 10 by 11:59 p.m.</td>
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and post a one-paragraph summary under “Reaction Discussion”. Both due by Sunday, December 2 by 11:59 p.m.

Advocate Interview Paper due. Post paper to Drop Box and provide a one-paragraph summary under “Advocate Interview Discussion”. Both due by Sunday, December 2 by 11:59 p.m.

Final Exam due by Sunday December 9 by 11:59 p.m.

TEXT OUTLINE/TOPICS:

**Part I - The Social Construction of Difference: Race, Class, Gender, and Sexuality**
1. Racial Formations - Michael Omi and Howard Winant
2. The Ethics of Living Jim Crow: An Autobiographical Sketch - Richard Wright
3. Constructing Race, Creating White Privilege - Pem Davidson Buck
5. “Night to His Day”: The Social Construction of Gender - Judith Lorber
6. The Social Construction of Sexuality - Ruth Hubbard
7. The Invention of Heterosexuality - Jonathan Ned Katz
8. Masculinity as Homophobia - Michael S. Kimmel
9. Disability and the Justification of Inequality in American History - Douglas C. Baynton
10. Deconstructing the Underclass - Herbert Gans
11. Domination and Subordination - Jean Baker Miller

Suggestions for Further Reading

**Part II - Understanding Racism, Sexism, Heterosexism, and Class Privilege**
1. Defining Racism: “Can We Talk?” - Beverley Daniels Tatum
2. Color-Blind Racism - Eduardo Bonilla-Silva
*3. White Like Me - Frank Rich
**4. Smells Like Racism - Rita Chaudhry Sethi
5. Oppression - Marilyn Frye
6. Patriarchy - Allan G. Johnson
7. Homophobia As a Weapon of Sexism - Suzanne Pharr
8. White Privilege: Unpacking the Invisible Knapsack - Peggy McIntosh
**9. Class in America—2009 – Gregory Mantsios

Suggestions for Further Reading

**Part III – Race in the 21st Century: Complicating Questions of Race and Ethnicity**
*1. A Nation of None and All of the Above – Sam Roberts

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2. Immigration and the US - MPI staff, updated by Kevin Jernegan
3. Los Intersticios: Recasting Moving Selves - Evelyn Alsutany
4. Going Beyond Black and White, Hispanics in Census Pick ‘Other’ - Mireya Navarro
5. Shades of Belonging: Latinos and Racial Identity - Sonya Tafoya
6. Asian American - Sonia Shah
7. The Myth of the Model Minority - Noy Thrupkaew
8. “Is This a White Country, or What?” - Lillian Rubin
9. Personal Voices: Facing Up to Race - Carrie Ching

Suggestions for Further Readings

**Part IV – Some Examples of Discrimination in Everyday Life**

1. The Problem: Discrimination - U.S. Commission on Civil Rights
2. Abercrombie Settles Class Action Suit
   *3. Apparel Factory Workers were Cheated, State Says - Steven Greenhouse
4. Refusal to Hire Unattractive Saleswoman Led to Dismissal - Steven Greenhouse
5. Where “English Only” Falls Short - Stacy A. Teicher
6. Women in the State Police: Trouble in the Ranks - Jonathan Schuppe
7. Blacks vs. Latinos at Work - Miriam Jordan
8. Manhattan Store Owner Accused of Underpaying and Sexually Harassing Workers - Steven Greenhouse
9. Muslim Running Back off the Team at New Mexico State - Mathew Rothschild
10. Tennessee Judge Tells Immigrant Mothers: Learn English or Else - Ellen Barry
11. Goodbye to Pat Morita, Best Supporting Asian - Lawrence Downes
12. Arsonist Sentenced for Hate Crimes - Tom Kertscher
13. My Black Skin Makes My White Coat Vanish - Mana Lumumba-Kasongo
14. Closing Doors on Americans’ Housing Choices - Margery Austin Turner and Carla Herbig
15. The Segregated Classrooms of a Proudly Diverse School - Jeffrey Gettleman
   *16. Race and Family Income of Students Influence Guidance Counselors’ Advice, Study Finds - Eric Hoover
18. Wealthy Often Win the Race for Merit-Based College Aid - Jay Mathews
20. On L.I., Raid Stirs Dispute over Influx of Immigrants - Bruce Lambert
22. Lesbian Sues School District over Harassment - Judy Peet
   *23. Director Accuses Police Complaint Board of Bias - Christine Hauser

Suggestions for Further Reading

**PART V - The Economics of Race, Class, and Gender in the United States**

**1. Imagine a Country—2009 – Holly Sklar
2. Income Gap is Widening - David Cay Johnston
3. Meet the Wealth Gap – Gabriel Thompson
4. Billionaires R Us - Chuck Collins and Felice Yeskel
5. Shhh, Don’t Say “Poverty” - Bob Herbert
6. Race and Extreme Inequality – Derick Muhammad

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9. The Economic Reality of Being Latino/a in the U.S. - Meizhu Lui and others
10. The Economic Reality of Being Asian American - Meizhu Lui and others
11. Women Losing Ground – Ruth Conniff
12. “Lilly’s Big Day” – Gail Collins
13. The Wage Gap and and Its Costs
14. The Sons Also Rise - Paul Krugman
15. The Education of Jessica Rivera - Kim Phillips-Fein
16. “Savage Inequalities” Revisited - Bob Feldman
17. Cause of Death: Inequality - Alejandro Reuss
18. Immigration’s Aftermath - Alejandro Portes
19. Suggestions for Further Reading

PART VI - Many Voices, Many Lives: Some Consequences of Race, Class, and Gender Inequality
1. Civilize Them with a Stick - Mary Brave Bird (Crow Dog) with Richard Erdoes
2. Then Came the War - Yuri Kochiyama
3. Yellow - Frank Wu
4. The Myth of the Latin Woman: I Just Met a Girl Named Maria - Judith Ortiz Cofer
5. The Arab Woman and I - Mona Fayad
6. Beach Blanket Baja – Helena María Viramontes
7. Crossing the Border Without Losing Your Past - Oscar Casares
8. The Event of Becoming - Jewelle L. Gomez
9. This Person Doesn’t Sound White - Ziba Kashef
10. Family Ties and the Entanglements of Caste - Joseph Berger
11. What I Learned about Jews - Joe Wood
12. Pigskin, Patriarchy, and Pain - Don Sabo
13. The Slave Side of Sunday - Dave Zirin
14. How to Sell Humvees to Men - Mary Beckman
15. He Defies You Still: The Memoirs of a Sissy - Tommi Avicolli
16. With No Immediate Cause - Ntozake Shange
17. Requiem for the Champ - June Jordan
18. Her College Experience Is Not His - Linda Sax
19. Gay Marriage Is a Question of Love – Keith Olbermann
20. Eight Is Enough - Patricia J. Williams
21. Out of the Closet, But Not Out of Middle School - Libby Copeland
22. For You, My Lovely, A Face Lift - Natasha Singer
23. Before Spring Break, The Anorexic Challenge - Alex Williams
24. My First Time - Allana Allen
25. The Case of Kowalski & Thompson: Ableism, Heterosexism, and Sexism - Joan Griscom
26. Lame - Joyce Avies
27. C. P. Ellis - Studs Terkel
Suggestions for Further Reading

PART VII - How It Happened: Race and Gender Issues in U.S. Law
1. Indian Tribes: A Continuing Quest for Survival - U.S. Commission on Human Rights
2. An Act for the Better Ordering and Governing of Negroes and Slaves, South Carolina, 1712
3. The "Three-Fifths Compromise" - The U.S. Constitution, Article I, Section 2

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4. An Act Prohibiting the Teaching of Slaves to Read
5. Declaration of Sentiments and Resolutions, Seneca Falls Convention, 1848
6. The Antisuffragists: Selected Papers, 1852–1887
7. People v. Hall, 1854
8. Dred Scott v. Sandford, 1857
9. The Emancipation Proclamation - Abraham Lincoln
10. United States Constitution: Thirteenth (1865), Fourteenth (1868), and Fifteenth (1870) Amendments
11. The Black Codes - W.E.B. Du Bois
12. Bradwell v. Illinois, 1875
13. Minor v. Happersett, 1875
14. California Constitution, 1876
15. Elk v. Wilkins, November 3, 1884
16. Plessy v. Ferguson, 1896
17. United States Constitution: Nineteenth Amendment (1920)
18. Korematsu v. United States, 1944
21. The Equal Rights Amendment (Defeated)
*23. From Criminals and Psychopaths to the Family Next Door – Paula L. Ettelbrick
Suggestions for Further Reading

PART VIII: Maintaining Race, Class, and Gender Hierarchies: Reproducing “Reality”
1. Self-Fulfilling Stereotypes - Mark Snyder
2. Anti-Gay Stereotypes - Richard D. Mohr
3. White Lies - Maurice Berger
4. Am I Thin Enough Yet? - Sharlene Hesse-Biber
5. Advertising at the Edge of the Apocalypse - Sut Jhally
6. The Plutocratic Culture: Institutions, Values, and Ideologies - Michael Parenti
7. Media Magic: Making Class Invisible - Gregory Mantsios
10. Masked Racism: Reflections on the Prison Industrial Complex - Angela Davis
11. Blaming the Victim - William Ryan
Suggestions for Further Reading

PART IX: Social Change: Revisioning the Future and Making a Difference
1. Age, Race, Class, and Sex: Women Redefining Difference - Audre Lorde
2. Feminism: A Transformational Politic - bell hooks
3. A New Vision of Masculinity - Cooper Thompson
4. Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change - Andrea Ayvazian
*5. Organizing the Fields – Kirk Nielsen
*6. Solidarity at the Liquor Store – Miriam Y. Cintron
*7. Upload Real Change – Roberto Lovato
8. Rethinking Volunteerism in America – Gavin Leonard
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BIBLIOGRAPHY:


Master Syllabus as of Fall 2011


Lawson, J. (2003). The wounds we hide: The silent scars of racism are not limited to communities of color. Until we confront how racism shapes the lives of Whites, we will not be healed. *The Other Side, 39*(9), 10-17.


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WEB SITES
Amnesty International: http://www.amnesty.org/

Black Family Development, Inc.: http://www.eurekalearning.org/

Bureau of Justice Statistics: http://www.ojp.usdoj.gov/bjs/


California Association of Human Relations Organizations: http://www.ahro.org/

Census Bureau (U.S.): http://www.census.gov

Census data and publications on population characteristics: http://www.census.gov/prod/www/titles.html#pop

Census data and publications on race: http://www.census.gov/population/www/socdemo/race.html

Census data and publications on Hispanic origin: http://www.census.gov/population/www/socdemo/hispanic.html

Center for Public Policy Priorities: http://www.cppp.org

Department of Housing and Urban Development: http://www.hud.gov

FedStats: The gateway to statistics from over 100 U.S. Federal agencies: http://www.fedstats.gov/


National Center for Health Statistics: http://www.cdc.gov/nchswww


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Improving Services for Hispanics: http://www.dhhs.gov/about/neo/hispanic.html

Indian Health Service: http://www.ihs.gov

Online NewsHour – Race Relations Reports: http://www.pbs.org/newshour/bb/race_relations/race_relations.html

Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov/


United Nations Development Fund for Women: http://www.unifem.unp.org/

United Nations High Commissioner for Human Rights: http:// unhchr.ch/