

The University of Tennessee at Martin
Department of Behavioral Sciences

SOCIAL WORK 220
UNDERSTANDING HUMAN DIVERSITY AND OPPRESSED POPULATIONS
Fall 2010 - 3 Credit Hours

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Semester: Fall 2010
Office: 120 Sociology Bldg.
Class Times: 2:00-4:50
Office Hours: Mon.- 8-12,
Tues.-1-2, Wed.-8-12
Thurs.- 9:30-10:30

SOCIAL WORK PROGRAM MISSION, GOALS AND OBJECTIVES

Mission Statement

The University of Tennessee at Martin Social Work Program prepares students to use social work knowledge, skills, and values to demonstrate competent, ethical, evidence based practice to diverse populations across all social systems. Emphasis is placed on promoting social justice and service to all persons, particularly underserved populations, including rural areas such as those found in Northwest Tennessee.

Goals

- Prepare students to begin generalist professional practice with individuals, families, small groups, organizations and communities.
- Prepare students to develop an identity which will incorporate the values and ethics of the social work profession.
- Prepare students for practice with diverse, oppressed and at-risk populations and to link social research and social service practice.
- Prepare students for lifelong learning and critical thinking through an educational process combining a liberal arts foundation with professional social work education.
- Prepare students for graduate education in social work.
Students are prepared for service and leadership within the community and the social work profession.

Core Competencies and Practice Behaviors

- 1. Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social

workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

2. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

3. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress,

marginalize, alienate, or create or enhance privilege and power;

- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

5. Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

6. Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

7. Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current

structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

9. Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;

- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Generalist Practice Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies. (EPAS 2008, Educational Policy B2.2)

Statement Of Commitment To Cultural Diversity

As stated in the *NASW Code of Ethics* and consistent with *UT Martin's Affirmative Action Policy*, the Social Work Program faculty, staff, and students:

1. advocate the elimination of any form of discrimination on the basis of race, color, culture, ethnicity, gender, gender identify and expression, sexual orientation, age, religion, national origin, immigration status, political ideology, disability, or socio-economic status;
2. are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the learning environment of the University, the social work profession, and society;
3. affirm the value of incorporating diversity into all aspects of education and life experiences for enrichment individually and collectively as members of a world community.

Course Description:

This course focuses on the dynamics and consequences of discrimination, economic deprivation and oppression of people of color, women, gay and lesbian persons. Other populations at risk are examined and distinguished by age, ethnicity, culture, class, and physical or mental ability. The course also explores personal and professional beliefs, values, roles and norms of culturally different clients and the use of culture in formulating appropriate intervention.

Course Objectives:

Upon satisfactory completion of this course, students will:

Knowledge

1. The student will understand biological determinism and its expression in contemporary scientific theories. 2.1.7a
2. The student will understand the nature of racism, sexism, and ethnic negativism as total ideologies. 2.1.5a
3. The student will acquire factual historical knowledge about women, African Americans, Native Americans, Asian Americans, Appalachians, and Latinos as specific illustrations of disadvantaged populations and to dispel long-held misconceptions, myths, and stereotypes about them. 2.1.4c
4. The student will understand the basis and extent of bias and social prejudice in themselves and in American society, including the extent of such ideologies as racism and sexism. 2.1.1b
5. The student will understand how cultural bias, racism, and sexism operate in development of inequitable social policies that allocate social resources. 2.1.5a
6. The student will become knowledgeable about policy practices that have been employed to dismantle racial policies, cultural obstacles, and gender barriers to insure that all citizens receive the same opportunities and treatment under the law. 2.1.8a

Skills

1. The student will demonstrate increased objectivity in considering means of changing social relations and alleviating minority-majority conflicts. 2.1.4a
2. The student will demonstrate an enhanced capacity to articulate views; to analyze and evaluate problems and provision for dealing with women and minority oppression. 2.1.4c
3. The student will understand and demonstrate an appreciation and personal sensitivity to the unique life styles, customs, values systems, and aspirations of minority populations while using clients as informants. 2.1.4d
4. The student will understand and demonstrate the importance of advocating for the rights of minorities and oppressed populations. 2.1.5b
5. The student will demonstrate openness to future learning about diverse populations in our society. 2.1.1e

Values

1. The student will demonstrate a readiness and ability to apply appropriate personal and professional values that are conducive to respect for and effective interactions with diverse populations. 2.1.1b
2. The student will develop the motivation to dispel long-held misconceptions, misplaced emphasis, myths, and stereotypes about minority populations. 2.1.5c

Required Texts:

Fisk-Rusciano, Roberta, 2000. Experiencing Race, Class, and Gender in the United States. 5th Edition. Mountain View, CA: Mayfield.

ISBN #: 978-0-07-352814-4

Specific Expectations:

1. Reading assignments should be completed prior to the sessions for which they are assigned so that you will be able to participate actively in class. You will be required to discuss the readings in your journal.
2. Students are expected to attend all classes and to participate actively and appropriately. Lecture, discussion, student presentations, films, and experiential learning activities will be used in class. While lecture notes may be borrowed from a classmate, no one can do experiential learning for you. Also, you will be expected to write in your journal about what happens in class. If you miss class, you will not be able to receive credit for that portion of your journal.
3. All assignments will be graded for content, spelling, grammar and punctuation. If writing is an area in which you need improvement, please notify the instructor immediately so you can be referred to the writing lab. Also, if the instructor determines that you would benefit from assistance, she will discuss a referral with you.
4. You are expected to do your own work. In written work, credit must be given to authors/sources using the appropriate citation. Any form of plagiarism, such as purchasing term papers, copying information from the Internet, or turning in work entirely or partially completed by someone else represents academic dishonesty. If you plagiarize your work from another student or an author you will receive a zero for that assignment. A second offense of plagiarism will result in a failing grade for the course.
5. All journal entries are due as posted in your syllabus. Late journals will not be accepted without prior arrangements with the instructor.
6. This class will cover many topics that are controversial and may make you uncomfortable. Discussion is encouraged and expected. An important goal of this class is to give you an opportunity to open your heart and mind to looking at subjects in other ways than you may have thus far. Please be tolerant of your classmates' opinions and "agree to disagree" in a polite and respectful manner.
7. Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or the Student Success Center within the first two weeks of the semester.

Course Requirements:

1. Journal – 225 points

This assignment is due on weekly. It is a report on the readings from the Cyrus text, classroom discussions, and outside observations. It must be typed, double-spaced, with font size no larger than 12 and one-inch margins. Submit these in a pocket folder. The journal entries **must** follow this format:

Part A: answers to the **Understanding the Reading** questions following each assigned section **AND** give your reaction to the article. (7 pts)

Part B: a summary of the topics discussed in class **and your reactions, comments, insights and feelings** related to those topics. Please use this as an opportunity to **state whether you agree or disagree and to give your reasons to support your view.** (7 pts)

Part C: a description of something you participated in or observed outside of class (newspaper or magazine article, television show, interactions, etc.) that relates to any topic related to this class. As above, **include your reactions.** This section should include your participation in the international student exchange. (5 pts)

Part D: What did you learn about yourself in your reactions? (3 pts)

Part E: What questions or challenges were raised for you this week by what you read or what occurred in class? (3 pts)

******JOURNALS TURNED IN LATE WILL HAVE A 10 POINT DEDUCTION******

Each section (a-e) must be addressed for a total of 25 points per week for 9 weeks. If you miss a class, you will not be able to get credit for section b. This **may not** be made up. This assignment is your major grade in this course: **225 points.**

2. “Book Report” – 50 points

You will be given a list of books and movies from which you are to select one. Your review of the book or movie should be typed, double spaced, approximately 3 pages and must include:

1. Provide a **brief summary** of the movie or book (no more than 1 paragraph)
2. What groups(s) in the book or film have power/are dominant?
3. Specifically, how do members of this group or groups exhibit power in the film or book (i.e., in body language, words, formal and/or informal rules, etc.) **Provide specific examples.**
4. What visual images, cinematic techniques or narrative descriptions identify/describe those who are in power/dominant in the film or book? **Give at least 3 examples from the film or book.**
5. Who are the oppressed in the film/book? What visual images or cinematic techniques or narrative descriptions identify/describe those who are oppressed in the film or book? **Give at least 3 examples from the book or film.**
6. What stereotypes are shown or presented in the book or film?
7. What are your reactions and/or insights to this assignment?

3. Presentation – 50 points

Each member of the class will draw a number that will determine the order in which you may select from a list of topics for your presentation. This presentation must be based on facts and research – not opinion.

The presentation should be 20 minutes long. You are encouraged to be creative and original and to use handouts, posters, transparencies, and short video clips, artifacts, etc. You will be graded on quality of content, supporting materials, and presentation style (articulateness, eye contact, voice projection, body language, etc.).

On the day of your presentation, you are to hand in a list of five multiple-choice and five true/false questions (along with the correct answers). The questions must be based on material covered in your presentation because they will be used for the final exam.

4. Report on Cultural Exchange (BAFA BAFA) and Poverty Simulation) – 10 points each

For both the **Poverty Simulation and BaFa BaFa**, you will write a summary of the activities you participated in and describe your reactions to this experience and what you learned from it. Both of these activities are out-of-class assignments that you will need to attend. If you are not able to attend due to another class, unchangeable work schedule, or for any other reason, please speak with me so that an alternate assignment can be given to you.

<u>Activity:</u>	<u>Dates:</u>	<u>Location:</u>	<u>Times:</u>
Poverty Simulation	Tuesday, Sept. 28th	UC 206 A,B,C	6:00-9:00
Poverty Simulation	Monday, Nov. 8	UC 206 A,B,C	6:00-9:00
BAFA BAFA	Tuesday, November 16th		6:00-9:00

5. Exams

Exam 1–100 points

You will be given a list of terms that will be used as the basis for the mid-term exam. Do not assume that you can guess accurately! Use textbooks and other professional resources, such as the Social Work Dictionary and Social Work Encyclopedia. Standard dictionaries will not be sufficient.

Exam 2-100 points

Exam 2 will be comprehensive and will include questions from the class presentations.

Grading Procedure:

Final grades will be based on the following:

Journals:	225 points
Book/Film Report:	50 points
Presentation:	50 points
Cultural Exchange:	20 points (10 pts- BaFa BaFa & Poverty Simulation 2 pg paper)
Exam I:	100 points
Final Exam:	<u>100 points</u>
Total Possible:	545 points

Grade Scale:

A = 491-545 points	D = 327-381 points
B = 436-490 points	F = 326 points and below
C = 382-435points	

I reserve the right to alter course requirements; the percentage of points will remain consistent.

Journal Grading Sheet
SWRK 220- Fall 2010

Student _____ **Journal #** _____ **Grade** _____/25 points

Part A: answers to the **Understanding the Reading** questions following each section **AND** give your reaction to each article you read. (7 points)

Part B: a summary of the topics discussed in class **and your reactions, comments, insights and feelings related to those topics.** Please use this as an opportunity to state whether you agree or disagree and to give reasons to support your view. (7 pts)

Part C: a description of something you participated in or observed outside of class (newspaper or magazine article, television show, interactions, etc.) that relates to any topic related to this class.

This section should include your participation in the international student exchange. As above,

include your reactions. (5 points)

Part D: What did you learn about yourself in your reactions? (3 points)

Part E: What questions or challenges were raised for you this week by what you read or what occurred in class? (3 points)

Other comments:

PRESENTATION GRADING SHEET

SWRK 220- Fall 2010
(50 points)

Name _____ Grade _____

Topic _____

***These grading criteria were taken directly from your assignment sheet in your syllabus.**

1. This presentation must be based on facts and research – not opinion.
2. The presentation should be approximately 20 minutes long. You are encouraged to be creative and original and to use handouts, posters, transparencies, short video clips, artifacts, etc. You will be graded on quality of content, supporting materials, and presentation style (articulateness, eye contact, voice projection, body language, etc.).
3. On the day of your presentation, you are to hand in a list of five multiple-choice questions and five true and false questions(along with the correct answers). The questions must be based on material covered in your presentation because they may be used for the final exam.
4. Other comments:

PRESENTATION TOPICS

World Religions

1. Judaism
2. Islam
3. Buddhism

Native Americans

1. Trail of Tears
2. Life on reservations today
3. Native American religions

African Americans

1. Ebonics
2. Health issues for African Americans
3. Kwanzaa

Hispanics

1. Immigration Laws
2. Hispanics in America today
3. Spanish-speaking children in English-speaking classrooms

Asians

1. Asian Traditions (religions, holidays, and food)
2. "Model minority" myth
3. Vietnam veterans and their issues

Gender

1. Gender identity disorders
2. "Looks"-ism
3. Are boys really better in math than girls? (Differential treatment in classrooms)

Gays and Lesbians

1. Problems of gay teens
2. Homosexuality and Religion
3. Adoption by gays and Lesbians – pros and cons

The Disabled

1. The Americans with Disabilities Act
2. Issues of children with developmental delays
3. Employment and housing discrimination

The Elderly

1. Elder abuse
2. Age discrimination
3. Health and Social Issues of the elderly

Class Issues

1. Wealth In America: Who Are The Wealthy In America?
2. Welfare Programs
3. America's Playing Field: Is there really a level playing field among classes?

OUTLINE FOR GRADING – BOOK/FILM ASSIGNMENT
SWRK 220- 50 points

Name_____

Grade_____

Book/Video_____

8. Provide a **brief summary** of the movie or book (no more than 1 paragraph)

9. What groups(s) in the book or film have power/are dominate?

10. Specifically, how do members of this group or groups exhibit power in the film or book (i.e., in body language, words, formal and/or informal rules, etc.) **Provide specific examples.**

11. What visual images, cinematic techniques or narrative descriptions identify/describe those who are in power/dominant in the film or book? **Give at least 3 examples from the film or book.**

12. Who are the oppressed in the film/book? What visual images or cinematic techniques or narrative descriptions identify/describe those who are oppressed in the film or book? **Give at least 3 examples from the book or film.**

13. What stereotypes are shown or presented in the book or film?

14. What are your reactions and/or insights to this assignment?

Follow this outline and answer each question listed.

SWRK 220: Book or Movie Assignment

Recommendations for Book/Movie Report

(You may select other books or movies. Please discuss your choice with the instructor.)

Books:

Alvarez, Julia - How the Garcia Girls Lost Their Accent

Angelou, Maya - I Know Why the Caged Bird Sings

Austin, Jane - Emma

Beals, Melba Pattillo - Warriors Don't Cry

Beifuss, Joan Turner - At the River I Stand

Bly, Robert – Iron John

Brown, Rita Mae – Rubyfruit Jungle

Campbell, Bebe Moore - Brothers and Sisters

Sweet Summer, Growing Up with and Without My Dad

Your Blues Ain't Like Mine

Cisneros, Sandra – The House on Mango Street

Crow Dog, Mary – Lakota Woman

Ellison, Richard – The Invisible Man

el-Saadawi, Nawal – Woman at Point Zero

Flagg, Fannie – Fried Green Tomatoes

Haley, Alex – The Autobiography of Malcolm X

Roots

Houston, Zora Neale – Their Eyes Were Watching God

Kincaid, Jamaica – Annie John

Kingsolver, Barbara – Pigs in Heaven

Kingston, Maxine Hong – The Woman Warrior

Lee, Harper – To Kill a Mockingbird

Lourde, Audre - Zami

Mills, Kay – This Little Light of Mine, The Story of Fannie Lou Hamer

Morrison, Toni – Beloved, Sula, The Bluest Eye, Song of Solomon

Naylor, Gloria – Linden Hills, Mama Day, The Women of Brewster Street

Olsen, Tillie – Yonnondio: From the Thirties

Rist, Darrell Yates – Heartlands

Rule, Jane – Desert of the Heart

Silko, Leslie – Ceremony

Smith, Lillian – Killer of the Dreams

Stowe, Harriet Beecher – Uncle Tom's Cabin

Tan, Amy – The Joy Luck Club

Thomas, Peri – Down These Mean Streets

Verghese, Abraham – My Own Country

Wade-Gayles, Gloria – Pushed Back to Strength

Walker, Alice – The Color Purple

Wharton, Edith – Pride and Prejudice

Movies:

American History X
Amistadt
The Autobiography of Malcolm X
Boys Don't Cry
Boys on the Side
Color Purple, The
Common Ground
Crash
Driving Miss Daisy
Eat, Drink, Man, Woman
Fried Green Tomatoes
Go Fish
Higher Learning
It's My Party
Joy Luck Club, The
Mi Vida Loca
My Family, Mi Familia
Philadelphia
Roots
School Ties
Schindler's List
Shallow Hal
Soul Food
To Kill a Mockingbird
The Trip to Bountiful
What's Eating Gilbert Grape?
White Man's Burden

Social Work 220: Understanding Diversity and Oppressed Populations

Test I

Vocabulary Test Items

- | | | | |
|---------|--------------------------------|----------|-----------------------------|
| _____A. | sexual orientation | _____AA. | culture |
| _____B. | ethnocentrism | _____BB. | sexism |
| _____C. | prejudice | _____CC. | acculturation |
| _____D. | stereotype | _____DD. | ideology |
| _____E. | value | _____EE. | sex |
| _____F. | minority | _____FF. | biracial |
| _____G. | Fourth World | _____GG. | racism |
| _____H. | privilege | _____HH. | homophobia |
| _____I. | sexual preference | _____II. | anti-Semitism |
| _____J. | de facto | _____JJ. | gay |
| _____K. | ethnic group | _____KK. | pink triangle |
| _____L. | oppression | _____LL. | patriarchy |
| _____M. | culturally deprived | _____MM. | lambda |
| _____N. | homosexuality | _____NN. | race |
| _____O. | lesbian | _____OO. | de jure |
| _____P. | Eurocentricity | _____PP. | assimilation |
| _____Q. | heterosexuality | _____QQ. | classism |
| _____R. | cultural relativity | _____RR. | gender |
| _____S. | out-of-the-closet | _____SS. | colonialism |
| _____T. | discrimination | _____TT. | culturally
disadvantaged |
| _____U. | institutional racism or sexism | _____UU. | theory |
| _____V. | capitalism | _____VV. | cultural pluralism |
| _____W. | apartheid | _____WW. | melting pot |
| _____X. | feminism | _____XX. | Third World |
| _____Y. | sexual harassment | _____YY. | matriarchy |

Suggested Readings:

Anderson, M.L. & Collins, P.H.(2004).Race Class and Gender. Belmont, CA Thomson/Wadsworth.

Atkinson, Donald R., Morten, George, and Sue, Derald Wing(2004).Counseling American Minorities. Dubuque, Iowa: Wm. C. Brown.

Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work*, 44(4), 311-321.

Devore, W. & Schlesinger E. (1999). Ethnic Sensitive Social Work Practice. Needham Heights, MA.

Feagin, J.R. & Feagin, C. B. (2008). Racial and Ethnic Relations. Upper Saddle River, NJ: Pearson.

Hyde, C., & Ruth, B. (2002). Multicultural content and class participation: Do students self-censor? *Journal of Social Work Education*, 38(2), 241-256.

Lum, D. (2007). Culturally Competent Practice: A framework for understanding diverse groups and justice issues (3rd Ed.). Belmont, CA: Thomson.

Miller, J. & Garran, A. M. (2008). Racism in the united states: Implications for the helping professions. Belmont, CA: Thomson.

Smith, T.B.(2004). Practicing Multiculturalism:_Affirming Diversity in Counseling and Psychology. Boston: Allyn & Bacon.

Vacc, N.A., DeVaney, S.B., Brendel, J.M. (2003). Counseling Multicultural and Diverse Populations:Strategies for practitioners (4th Ed.). New York: Brunner-Routledge.

Journals

- ◆ Ethnic & Cultural Diversity in Social Work
- ◆ Multicultural Social Work
- ◆ Families in Society
- ◆ Child and Family Social Work
- ◆ Affiliate: Journal of Women and Social Work