

**SW3110**

**Diversity Oppression and Social Justice**

**(3 credit hours)**

**January 9, 2012 - April 23, 2012**

**Sharonlyn Harrison, Ph.D.**

**Wayne State University**

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**Office Hours: By appointment- either face to face or online**

**Course Domain and Boundaries:**  This course focuses on issues of diversity, oppression and social justice. It is designed to prepare social work students to be knowledgeable of people’s biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. Students will learn about diverse cultures, family structure, roles, immigration and assimilation experiences of marginalized groups. Students will also learn about the influence of dominant culture on these diverse and marginalized (population at risk) groups.

Additionally, this course will examine the adaptive capabilities and strengths of these marginalized groups and how such capabilities and strengths can be used in effective social work practice. The course will assist social work students in understanding the complex nature of the person in the environment taking into consideration the dynamics of social oppression, diversity and social functioning. Students will explore their own personal values, beliefs, and behaviors that may limit their ability to practice effective social work with people of diverse backgrounds, in particular, disadvantaged and oppressed persons. This course utilizes a systems and ecological perspective which provides a basis for analysis of the social and physical environment as well as the political reality of diverse populations.

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| **Competencies** |
| **Learning Outcomes: By the end of this course the student will:** |
| * Examine personal traits, attitudes and values regarding human diversity and evaluate their compatibility with the purpose and values of the social work profession. (Competency 2-A) * Demonstrate an understanding of the impact of personal values and professional social work values and ethics in working with diverse populations and awareness of the potential for value conflicts. (Competency 2-A) * Critically examine their personal traits attitudes and values regarding human diversity and evaluate their compatibility with the values of the social work profession. (Competency 2-D) * Gain an understanding of the role research plays in understanding the needs of marginalized and oppressed populations and in generating the assets that increase the resilience and options of oppressed populations. (Competency 3-A) * Examine personal attitudes and values regarding human diversity and evaluate their compatibility with the purposes and roles of social work profession. (Competency 4-A) * Be aware of the ways in which cultural and other background factors affect perceptions and feelings and the expression of these qualities. (Competency 4-A) * Examine the cycle of socialization and recognize the mechanisms that maintain the cycle and actions that can interrupt that cycle. (Competency 4-A) * Be able to describe and assess how discrimination and oppression impact the lives of people of color and other marginal populations in the United States. (Competency 4-A) * Be able to identify theoretical frameworks/perspectives that facilitate the understanding of oppression in its varied forms. (Competency 4-A) * Critically assess client systems (individuals, families, groups, organizations and communities in which cultural norms and behaviors are evaluated as strengths and differentiated from problematic or symptomatic behaviors. (Competency 4-A) * Be able to describe the dynamics of working with a wide range of people who are culturally different or similar to themselves. (Competency 5-A) * Recognize, at a beginning level, the impact of diversity on human relationships. (Competency 5-A) |

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| **Competencies** |
| **Learning Outcomes: By the end of this course the student will:** |
| * Analyze the relationships among power, privilege and oppression among marginalized and nonmarginalized populations. (Competency 5-A) * Recognize and combat stereotypes, myths and discriminatory attitudes and practices held by individuals and institutions. (Competency 5-A) * Gain an understanding of the needs and services of diverse populations and the dilemmas they experience in accessing social services. (Competency 5-B) * Demonstrate an understanding of advocacy and empowerment skills in their work with clients. ( Competency 5-B) * Develop skills in creating an environment that demonstrates develops respect for human diversity. (Competency 5-C) * Develop skills to create strategies to advocate for social, political, legal, and economic justice for oppressed populations. (Competency 5-C) * Describe ways social systems promote or deter achieving health and well-being for diverse families and groups of people who have experienced oppression and discrimination, particularly relevant to urban settings. (Competency 11-A) |

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| **Required Text** |
| Appleby, G., Colon, E., & Hamilton J. (2007*). Diversity, Oppression, and Social functioning:*  *Person-In-Environment Assessment and Intervention (3rd ed.)*. Boston: Allyn and Bacon Course  **Bookstore**: <http://wayne.bkstore.com> |
| **Other Required Readings** |
| Pack edited by Bowers, Cassandra J. (2003). |

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| **Organization of the Course** |
| This is a three-credit course composed of lecture/discussion/and practice. Two thirds of the focus will be on practice knowledge and one third of the course sessions are a laboratory in which skill development will be practiced. The focus is on gaining insight into entry-level generalist social work practice and the socialization of the student to the profession of social work. The sessions are organized around the following:   * Introduction to systems theory as a framework for generalist practice and the social work profession * The process of problem solving * Exploration of the code of ethics * Working with diverse populations   Professional skill laboratory:   * Develop verbal and written communication skills * Develop assessment and intervention planning skills * Develop awareness of one’s own feelings * Use role play, simulation, feedback and video taping * Develop awareness of cultural values and their impact on practice * Develop awareness of ethnic, race and gender attitudes * Develop skill in “use of self” |

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| **Course Requirements** |
| * Read the assigned readings * Engage in positive and meaningful dialog with classmates concerning the topic being discussed * Answer discussion questions and present reasoning behind answers given to other questions * Log onto the course at least 5 days per week and demonstrate presence through posting and interaction * Complete all required postings and assignments |

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| **Performance Criteria:** |
| Through written assignments, small group projects, and class participation, the student will be expected to meet the knowledge and skill objectives outlined below: |
| **Benchmarks: Students will:** |
| 1. Analyze a group’s diversity or ethnicity 2. Write an analysis paper of instances of personal and institutional discrimination 3. As part of a group project team, develop and present on an at-risk population, including their current socio-demographics characteristics and additional information most useful for understanding and engaging the group in services. 4. Develop a personal work plan for culturally sensitive practice with action steps |

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| **Course Outline** | | |
| **Session** |  | **Assignments** |
| **Unit I: Concepts and Definitions** | | |
| 1 | Introductions and Orientation to course |  |
| 2 | Social work ethics and values related to diversity, oppression and social justice,  NASW Standards for Cultural Competence in Social Work Practice. Framework for practice with diverse and oppressed clients: | Appleby Chapter 1:  Code of Ethics NASW 1996. NASWdc.org Payne, Malcolm, (1997).  *Modern social work theory* (2nd edition) Anti-discriminatory, Anti-oppressive perspectives, chapter 13 |
| 3 | Culture, Social Class, and Social Identity Development. | Appleby Chapter: 2 Tajfel, H., & Turner, J.C. (1986). *The social identity theory of intergroup behavior* pp.7-24. |
| 4 | Dynamics of Oppression and Discrimination  African Americans and Consequences of Discrimination | Appleby Chapters 5 and 6  Lum, D. (1996). *Social work practice with people of color*. (4th edition) Pacific Grove, Ca: Brooks Cole. Chapter 1 Ethnic Minority Perspectives on social work practice. And chapter 2 Ethnic minority values and knowledge base. Schaefer Richard T. (1996). *Racial and Ethnic Groups* (6th ed.) Chapter 8 African Americans Today. Family, Socialization environment, and identity development in Black Americans. In *Black Families* (3rd ed.) Harriette P. McAdoo (Ed.), Pacific Grove CA: Sage. Pp. 234-250. |

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| **Session** |  | **Assignments** |
| **Unit II: Oppressed Segments of U.S. Society Institutional and Systemic Practices of Oppression** | | |
| 5 | Women and Sexist Oppression | Appleby Chapter 7  Lorber, J., (1998). The social construction of gender. In P.S. Rothenberg (Ed.) *Race class and gender in the United States: An integrated study* (4th edition) pp. 33-45. |
| 6 | Multidiversity Perspective on Latinos: Issues of Oppression and Social Functioning | Appleby Chapter 8  Nydia Garcia-Preto (1996) Latino Families: An overview pp. 141-154 in McGoldrick M., J. Giordano, & J., & Pearce (Eds.) *Ethnicity and family therapy* (2nd edition). |
| 7 | Native Americans: Oppression and Social Work Practice | Appleby Chapter 9  Sutton, C., & Broken Nose, M. (1996). Back to the future: An Examination of the Native American Holocaust Experience An overview. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.) *Ethnicity and family therapy* pp. 45-54. |
| 8 | Asian Americans: Ethnocentrism and Discrimination | Appleby Chapter 10  U.S. Commission on Civil Rights-Issues facing Asian  Americans in the 1990s In Rosenblum & Travis, The meaning of difference: American construction of race, sex and gender, social class, and sexual orientation pp.315-329 |
| 9 | Middle Easterners: | Abdo A. Elkholy (1998). The Arab American family pp. 439-454. In C.H. Mindel, R. Habenstein & R. Wright (Eds.), *Ethnic families in America: patterns and variations.* New York: Elsevir. Suleiman, Michael W. (Ed.). (1999). Arabs in America: Building a New Future. |
| 10 | Lesbian, Gay, Bisexual and Transgender People | Appleby Chapter 11  Blumfeld, W.J. (Ed.). (1992).The social construction of sexuality. In P.S. Rothenberg (Ed.) *Race, class, and gender in the United States: An integrated study*. (5th edition), pp52-55. Suzanne Pharr (2000). Homophobia as a weapon of Sexism. In P.S. Rothenberg (Ed.) *Race, class, and gender in the United States: An integrated study*. (5th edition), pp143-152. |
| 11 | Ableism: Social Work Practice with Individuals with physical disabilities | Appleby Chapter 12  .Orlin, M. (1995). The Americans with Disabilities Act: Implications for social services. *Social Work 40* (2), pp. 233-239. |
| 12 | Ableism: mentally and emotionally Challenged People | Appleby Chapter 14  Scheff, E. (1974). The labeling theory of mental illness *American Sociological*  *Review 39 444-452* |

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| **Session** |  | **Assignments** |
| 13 | Religious bigotry and Religious Minorities | Eck, D. Introduction to A New America; Bridge Building: A New Multireligious *America. In A New Religious America: How a “Christian Country” has now become the world’s most religiously diverse Nation*. New York: Harper Collins. Worchel, Stephen and William G. Austin, (Eds.). Bridge Building: A New Multireligious America. In Psychology of Intergroup Relations Chapter 7. |
| **Unit III Institutional and Systemic Practices of Oppression** | | |
| 14 | Affirmative practice with people who are culturally diverse and oppressed | Appleby: Chapter 17  Public policy on research and oppression. Jones, J., (1996). The rise and fall of affirmative action. In K. Rosenblum & Travis, *The meaning of difference: American construction of race, sex and gender, social class, and sexual orientation.* pp272-286. Ten Supreme Court Cases (1996). In K. Rosenblum & Travis, The meaning of difference: *American construction of race, sex and gender, social class, and sexual orientation pp241*-251. |
| **Unit IV Summary and Evaluation** | | |
| 15 | Wrap-up and student evaluation |  |

**Note: Syllabus may change based on needs of the class**

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| **Expectations:** |
| Students will fully participate in the classroom activities and discussions, as well as complete all outside classroom assignments. Each participant will demonstrate a sincere effort through verbal and written assignments to understand the origin and possible impact of their own beliefs, values and behaviors and to challenge and change those that may be contrary to professional social work ethics relative to diversity and oppression.  Students are expected to submit all discussions and assignments punctually. The instructor should be notified of unavoidable delays.  Unless part of a group assignment, students are expected to do their own work without the unauthorized assistance of others. If you do need assistance or are having trouble with this course, you are encouraged to come to me for help. All students are expected to conduct themselves in accordance with the highest standards of academic courtesy and honesty. Academic dishonesty includes, but is not limited to, plagiarizing the works of others. A first offense, places the student in jeopardy of the most severe form of sanction–expulsion from the University. Where there is clear evidence of such dishonesty, the student will be penalized to the maximum extent. If you have any questions regarding this policy, please talk to me about it |

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| **Grading Structure** |  |
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| Analysis Paper | 20% |
| Group Project/Presentation | 30% |
| Final | 15% |
| Personal Work Plan | 10% |
| Discussion/Reflections | 25% |
| There will be five required discussion/reflection posts worth 5 points each |  |
|  | 100% |

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| **Analysis Paper: Due Date: February 15, 2012**  **(3-6 pages in length)**  **Instances of Personal and Institutional Discrimination** |
| 1. Write about one incident in your life in which you were in power/privilege or the victim of discrimination or prejudice and one in which you were the perpetrator of discrimination or prejudice. 2. Identify the practice of institutional discrimination in an area of social work practice. This may occur in an area such as your agency board composition, staff recruitment and promotion, professional relationships with clients and community or interpersonal relationships in the agency including professional, clerical and maintenance support |

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| **Criteria for evaluation of the Analysis Paper:** |
| * Completeness and responsiveness to the assignment. * Specific integration of content from readings and discussions. * Grammar, spelling, punctuation and coherence will also be taken into account in the grading of the paper. * Creativity and originality in the use of self and personal insight. |

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| **Group Project**:  **Due Date: March 15, 2012**  **The Study of a Family’s Ethnicity or a Group’s Diversity**  **PowerPoint Presentation (15-20 slides)**  **using Live Meeting (A Web-Meeting Tool)** |
| Select one ethnic or diversity group (e.g. the elderly, persons with physical disabilities, persons with mental health issues, ethnic groups, gay and lesbian persons) and examine its collective history. Include:   1. Current socio-demographics of the group, including major trends. 2. A review of the beliefs and stereotypes about the group throughout history. An analysis of how beliefs and stereotypes have been maintained and continue to thrive today. A history of how the group has been treated in the United States. Include content on legal, political, economic, and educational oppression the group has experienced. 3. An overview of values and norms. 4. A discussion of the strengths of the group: (e.g. sources of cohesion, identity and strength, positive coping and resiliency of the group); as well as the sources of stress, discord and strife which may influence problem generation and resolution.   Select a family or support system from this ethnic or diverse group. Ask permission to interview members. Consider:    1. How the family or group may be viewed in the light of its collective history.  2. What are the sources of cohesion, identity and strength; stress, discord and strife that are evident as the result of the group’s reality?  3. How are roles assigned in relation to gender and age? Is this assignment a reflection of the group’s cultural reality? What are the consequences of the role assignment?  4. How does the group function in relation to other systems: e.g., educational, religious, occupational, judicial?  5. How does it function as a transmitter of cultural values?  6. How does this group compare with the information contained in the literature about people of similar identity?  7. What are the implications for social work practice at both micro and macro levels? Be specific in terms of principles of practice. |

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| **Criteria for Evaluation of Group Project:** |
| * Completeness and responsiveness to assignments * Specific integration of content from readings and discussions. * Use of literature. You are expected to conduct library research, sharing with the class an annotated bibliography of the **five best sources** of material your group found which are relevant to the content of your topic. * **Note: References must be in APA format. Grammar, spelling, punctuation and coherence will also be taken into account in the grading of the paper.** * Creativity and originality in how the information is presented in the PowerPoint and presentation. |

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| **Personal Work Plan for Culturally Competent Practice**  **(3-4 pages in length)**  **Due Date: April 16, 2012** |
| **Self- assessment of beginning cultural competence**  Describe the level of competence you had when you started the course. What experiences had particularly shaped you views of your own culture and the culture of others? Cite literature and use relevant theoretical concepts in your analysis.  **What have you learned in the course?**  Highlight succinctly things you learned while participating in this course that were most meaningful for you. What aspects did you already know? What challenged your preconceptions? What piqued your curiosity and made you want to learn more? What questions were aroused in your mind that would merit further investigation and exploration?  **What does this mean for your practice?**  Discuss the types of clientele you might find particularly challenging, stimulating and beneficial to work with due to your own background, values, and relationship style discussing concepts and information from your reading for the course which you found thought provoking and enlightening. Discuss how what you learned about cultures and families relate to your previous and current work experience. What groups and culture do you want to learn more about so that you might more effectively provide social work services?  Describe any population with which it may be difficult for you to work/analyze the reason for this. State whether this is something that you feel that you should overcome, and whether you should do something to make it easier for you to work with this population.  **What more do you need to know?**  Describe what more you want to learn about other cultures and diverse families. Discuss some of the ways that knowledge could be effectively acquired. You may want to document your statement with information you have acquired about certain populations, societal need, and resources for developing cultural competence.  **Action Steps**  List three to five actions that are reasonable and feasible for you to do that will increase your cultural competence. |

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| **Criteria for Evaluation of the Personal Work Plan:** |
| * Completeness and responsiveness to the assignment. * Specific integration of content from readings, discussions and the literature. * **Note: References must be in APA format. Grammar, spelling, punctuation and coherence will also be taken into account in the grading of the paper.** * Grammar, spelling, punctuation and coherence will also be taken into account in the grading of the paper. * Creativity and originality in the use of self and personal insight. |

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| **Criteria for Evaluation of Discussion/Reflections:** | | | | |
| **Factor** | **Proficient (5 pts.)** | **Adequate (3-4 pts.)** | **Partially Inadequate**  **(1-2 pts.)** | **Totally Inadequate**  **(0 pts.)** |
| **Evidence of critical thinking and thoroughness** | Clear evidence of critical thinking – application, analysis, synthesis and evaluation.  Postings are characterized by clarity of argument, depth of insight into issues, originality of treatment and relevance. Sometimes include unusual insights. Arguments are well supported  Standard English mechanics and grammar are used  Post is approximately 200 words and includes citations and references from readings. | Beginnings of critical thinking: postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought, tendency to recite facts rather than address issues  Post is less than 200 words | Poorly developed ideas which do not add to discussion/reflection | Does not enter the discussion/reflection |
| **Ideas** | Excellent, innovative and creative. Also shows evidence of reflection and introduces new ideas when appropriate | Good ideas, but not so innovative | Poorly developed; shows little reflection and creativity | Did not complete assignment |
| **Interaction** | Responds to at least 2 classmate’s posting on each of the discussion/reflection questions | Responds to less than the required 2 of students | Does not respond to any students | Does not enter the discussion/reflection |
| **Timeliness** | Individual message and responses posted by deadline. | Noticeable problem with mechanics or posting is 1 day late | More than 1 day late with posting | No responses posted |

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| **Ground Rules for Discussion/Reflections** |
| (Adapted from those by Margaret Andersen, University of Delaware).  **Netiquette**  Given the nature of this course, the following rules are intended to promote an atmosphere which will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. The class can agree to revise them and add others, but all students must commit themselves to the final set of rules by the end of the first class. These principles will guide our class discussions and interactions. |
| 1. Acknowledge that racial and ethnic oppression exists in our society. 2. Acknowledge that one of the key elements of oppression is that we are all systematically taught misinformation about race and ethnicity. This is true for both majority and minority group members. 3. While we cannot be blamed for the misinformation that we have learned, we can and will be held responsible for repeating misinformation after we have learned otherwise. 4. We will actively pursue information about racial and ethnic groups. However, the basis for this information will not be on societal learned myths or stereotypes about these groups. 5. We will share information and ideas with members of the class and we will never demean, devalue, or “put down” people for their experiences. 6. We each have an obligation to combat actively the myths and stereotypes about race and ethnicity so that we can break down the barriers which impede group cooperation. 7. We will assume that all of us, regardless of our racial identity, nationality, sex, class or cultural background, have been influenced by the racism of our society and that individuals can actively change. 8. We will create a safe atmosphere for open discussion. At times, members of the class may wish to make comments that they do not want repeated outside of the classroom. If so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks. 9. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one’s own perspective is the only or the best way to see and think. |

**PLAGIARISM/ACADEMIC HONESTY**:

“Plagiarism is using another person’s words or ideas without giving credit to the other person. When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note.”

**All papers will be uploaded to SafeAssign to check for plagiarism.**

Plagiarism, Cheating: See WSU References:

<http://www.otl.wayne.edu/pdf/2006_july_aibrochure>.

http://www.doso.wayne.edu/codeof conduct.pdf

(William Harris, “Anti-Plagiarism Strategies for Research Papers,” <http://virtualsalt.com/antiplag.htm,> March 7, 2002)

You must cite sources from the Internet or any other form of electronic media used in your work. Any paper suspected of plagiarism will be reviewed SafeAssign to v edify that it is your work and properly cited.

Any paper that is plagiarized will result in an “F” for the class and a referral to the University for further Disciplinary Action.

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| APA FORMAT |

All papers written in the School of Social Work require APA format. You may purchase the Publication Manual of the American Psychological Association (6th edition), or you may visit the website listed below

http://owl.english.purdue.edu/owl/resource/560/01/

**WIKIPEDIA WILL NOT BE ACCEPTED AS A RELIABLE SOURCE**

***What is Wikipedia?***

“Wikipedia is a free-content encyclopedia, written collaboratively by people from all around the world. The site is a wiki, which means that *anyone* can edit entries simply by clicking on the *edit this page* link.”

“Because Wikipedia is an ongoing work to which anybody can contribute, it differs from a paper-based reference source in some important ways. In particular, mature articles tend to be more comprehensive and balanced, while other (often fledgling) articles may still contain significant misinformation, un-encyclopedic content or vandalism. Users need to be aware of this in order to obtain valid information and avoid misinformation which has been recently added and not yet removed.

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| **Basic Technology Requirements** |
| 1. You must be familiar with Blackboard. Orientation to Blackboard can be accessed at <http://computing.wayne.edu> 2. You must have access to a computer that connects to the internet. The course materials are only accessible online by logging in to <http://blackboard.wsu.edu> - If you do not own a computer, the computer labs on campus will be open during this semester. 3. You will need a recent version of MS Word (2003 or 2007) and must be familiar with using Power Point to review lecture material and to complete the group project. 4. While you are enrolled in this course you will need access to  * A reliable internet connection * An e-mail account * Access to MS Office 2000, specifically; Word, and or PowerPoint.   You must check your e-mail account regularly throughout the semester. Official announcements will be made by e-mail, and on the course Web site |
| Hardware/Software Connection:  To ensure you have a successful experience with Blackboard, C&IT recommends using a high-speed/broadband internet connection ( Cable, DSL, or wireless) when accessing Blackboard off campus |
| **Technical Assistance: Computer and Information Technology** |
| <http://computing.wayne.edu/>  Help Desk: (313) 577-4778  Email: bbadmin@wayne.edu |
| WSU Library: <http://www.lib.wayne.edu/> |

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| **Course Management Considerations** |
| 1. Time management is a key element in successfully completing this course. 2. Please do not hesitate to contact me when you are experiencing problems. 3. Remember it is important to be courteous to your fellow classmates. It is absolutely ok to disagree to disagree with posts however, put downs are unacceptable. (See ground rules). 4. You are in charge of your learning, make your efforts count.   Be aware there may be technical glitches. Stay calm and contact the call center via E-mail at <http://computing.wayne.edu/> |

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| **Student Code of Conduct:** |
| Please visit <Http://www.doso.wayne.edu/codeofconduct.pdf> |
| **Educational Accessibility Services (EAS)** |
| Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss you specific needs. |

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| **Role of Instructor** |
| The instructor shall adhere to the requirements set forth in the Wayne State University state regarding teaching responsibilities. |

**Bibliography for SW3110 Diversity, Oppression and Social Justice**

Blumenfeld Warren J. (Ed.). (1992). *Homophobia: How we all pay the price*. Boston: Beacon Press

Eck, Diana L. (2001) A *new religious America: How a “Christian country” has now become the*

*world’s most religiously diverse nation.* New York: Harper Collins.

Elkholy, Abdo A. (1998). The Arab American family. In C.H. Mindel, R. Habenstein & R. Wright (Eds.), *Ethnic families in America: patterns and variations*. New York: Elsevir.

Garcia-Preto, Nydia. (1996). Latino Families: An overview In McGoldrick M., J. Giordano & J.K. Pearce (Eds). *Ethnicity and family therapy* (2nd ed.).pp 141-154. New York: The Guilford Press.

Hubbard, Ruth, (2001). The social construction of sexuality. *In Race, class, and gender in the United States: an integrated study.* (5th ed.). Paula S. Rothenberg (Ed.). NJ. Worth.

Jackson, James S., Wayne R. McCullough & Gerald Gurin ((1997). Family, socialization environment, and identity development in Black Americans. *In Black families* (3rd ed.). McAdoo, Harriette Pipes (Ed.). Thousand Oaks, CA: Sage.

Lorber, Judith (2001). The social construction of gender. In P.S. (Ed.). *Race class and gender in the United States: An integrated study* (5th ed.)Paula S. Rothenberg (Ed.). pp 47-57. N.J: Worth Publishers.

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Payne, Malcolm, (1997). *Modern social work theory* (2nd ed.). Anti-discriminatory, anti-oppressive perspectives, chapter 11 pp238-265. Chicago IL: Lyceum Books.

Pharr, Suzanne (2001). Homophobia as a weapon of sexism. *In Race, class, and gender in the United States: An integrated study* (5th ed.). Paula S. Rothenberg (Ed.). NJ. Worth.

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Tafoya, Nadine,& Ann Del Vecchio. (1996). Back to the future: An examination of the Native American holocaust experience. In M. McGoldrick, J. Giordano, & J.K. Pearce (Eds). Ethnicity and family therapy pp. 45-54. New York: The Guilford Press.

Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior *In Psychology of intergroup relations.* Stephen Worchel and William G. Austin, (Eds.). Chicago IL: Nelson-Hall.

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Worchel, S., & Austin, William (Eds.). (1986) *Psychology of intergroup relations* (2nd ed.). Chicago IL: Nelson-Hall.