**UTA SCHOOL OF SOCIAL WORK SOCW 6354-001 – Room 115 -Fall 2013**

**Patricia Burke, DCH, LCSW Classes: Tuesdays 8 a.m. – 10:50 a.m.**

**E-mail**: plburke@uta.edu **Office Hours: Before & after class**

**SOCIALLY OPPRESSED GROUPS, SOCIAL EXCLUSION AND SOCIAL JUSTICE**

The content of this course is consistent with the requirements of the CSWE Educational Policy and standards (EPAS) Section 4.4 for Social Policy:

**4.4 Social Welfare Policy and Services**

‘Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services’ CSWE EPAS pp9-10 Section 4.4.

It is also consistent with the Council on Social Work Education Statement Section:

**4.2 Populations-at-Risk and Social and Economic Justice.** EPAS 2003:9.

 ‘Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice.

Programs prepare students to advocate for nondiscriminatory social and economic systems’.

**Graduate Catalog Short Description of this course:**

Past and present policies are examined related to people with disabilities, substance abusers, lesbians and gay men, juvenile delinquents, women convicted of criminal offenses, sex offenders and others who for various reasons experience social exclusion, stigma and social control. Theoretical bases of societal reaction to these groups and the impact on social policy and social work practice is considered.

**Detailed course description**:

This course addresses past and present policies related to people who experience social stigma, social exclusion and social control. For example: people with disabilities, substance abusers, lesbians and gay men, juvenile delinquents, women convicted of criminal offences, sex offenders and others whom social workers may meet as clients in various settings. The types of behavior considered during the course are examples of those that contravene accepted norms in society: they relate to the experience of many social work clients who may have been identified as social problems and who have been marginalized and/or oppressed. The theoretical bases of societal reaction to these groups are considered, the implications for the role of the social worker are explored and the impact on social policy and social work practice is analyzed. Social work responses to oppression such as empowerment, the strengths perspective, structural social work, progressive social work, social development, asset-based policies, social and human capital and a community assets approach are discussed in the context of social policies.

This course is consistent with, and advances the MSSW program objectives, by showing the interaction between social policy responses to marginalized groups, social stratification and individual behaviors that fall outside societal norms. Application to social work practice at all system levels is addressed. Course reading, written assignments and class exercises and discussion all develop appropriate professional practice skills including critical thinking skills and the ability to relate research evidence and available data to policy and practice.

This course also relates to and advances foundation curriculum objectives, DP and CAP concentration objectives, as well as mental health and children and families specialization objectives as follows.

The course builds on foundation curriculum objectives and the 5303 and 3303 foundation policy courses in that students are required to demonstrate higher order thinking skills such as critical analysis, evaluation of secondary data and research evidence in relation to social policies and social justice issues and synthesis of ideas, theory and practice applications of social policy and research (foundation objectives 1,2,7,8,9.; CAP concentration objectives 2&4; objectives for the DP specialization in mental health 4 & 7; objectives for the DP specialization in children and families 3 & 4;). It further develops the foundation concentration objectives regarding practice without discrimination in that the course leads to further understanding of discrimination, prejudice and oppression, at all system levels (foundation objectives 3,4,5&6; objectives for the DP specialization in mental health 2 & 5; objectives for the DP specialization in children and families 5 & 7; ). The analysis and application of social policies to social work practice is addressed with increased rigor and greater expectations of use of research and data sources (MSSW foundation objective 6).

**Student Learning Outcomes:**

Students will demonstrate through their field visit oral reports and discussions, written reports, or other alternative written assignments and through the policy analysis paper:

1. An appreciation of the impact of social and economic oppression on selected groups.

2. Critical appraisal of the differing explanations and definitions of deviance as a sociological concept, through a study of epidemiological and etiological theories and their implications for social policy. (Please note: the term deviance is used as a technical, sociological concept. Theories of deviance help us to understand social oppression and social control. The term is not used as a pejorative value judgment on any groups). This will be demonstrated through class discussion and through the analysis and discussion in the policy analysis paper.

3. Critical appraisal of the differing explanations and definitions of social stratification as a sociological concept and their implications for social policy.

4. Ability to evaluate societal, research studies, data sources, and professional and personal

Responses to and policies concerning marginalized populations.

5. Consideration of social exclusion and social justice in relation to oppression and deviant behavior and an analysis of the application to social policy and social work practice.

6. Evidence of exploration of personal responses to differences in human behavior, social exclusion and social oppression.

7. The development of a thoughtful, analytical professional social policy practice and social work approach at both micro and macro levels to marginalized, oppressed and vulnerable populations.

8. Ability to evaluate social policies in relation to deviant behaviors, social stigma and social justice and understand their application to the role of the social worker at all system levels.

9. Familiarity with progressive social policy and social work approaches as a response to socio-economic oppression.

**Requirements: Prerequisite: SOCW 5303.**

**COURSE TEXTS: (Required)**

Goode, E. (2011). **Deviant behavior** (9th ed. paperback). ISBN-10: 0205748074

ISBN-13: 9780205748075 Upper Saddle, NJ: Prentice Hall.

Hurst, C. (2013 8th ed paperback). **Social inequality: Forms, causes, and consequences.** Boston: Allyn & Bacon (Pearson) ISBN-10: 0205064779 ISBN-13: 9780205064779

**Highly Recommended Reading**

Heiner, R. (2008) Deviance across cultures. Oxford University Press.

**COURSE ASSIGNMENTS**

**ASSIGNMENT ONE** Class presentation and individual written report. Due October 1

 (Tests Student learning outcomes 1, 4, 6 & 9) **25 Points** EITHER:

 **A)** Arrange and undertake a field visit to an agency or institution dealing with some aspect of social and/or economic oppression and the political or policy implications. The visits may be arranged individually, in pairs, or where acceptable to the agency, in small groups. The purposes of the visit are:

To help to relate theory to practice through developing analysis from both observation of practice and knowledge of theory.

To address practice issues relating to oppression and to assess societal and individual responses.

To extend personal experience of individuals and/or agencies and institutions involved in oppressed groups or deviant behavior. Possible agencies might be: state hospital; state school; hostel or night shelter for homeless people; rape crisis center; juvenile detention center; women’s refuge; county or church based emergency assistance programs; local police; Arlington, Fort Worth or Dallas City Council. For this reason, it is essential that you arrange your visit with an agency dealing with populations with which you are unfamiliar or less comfortable.

**OR:**

B) Use the World Wide Web to identify 5 web-sites relating to injustice, deviance, difference, oppression, the politics of social change, or advocacy or other topics relevant to the subject matter of this course. Topics for this assignment must be pre-approved by the instructor. Paper should include your review and evaluation of these sites, and how they might help in the understanding of client’s situations and social policies relating to them, and how use of these sites might help social workers to improve services to clients. Say how you would use them in practice, either with clients, or in planning service delivery or policy advocacy. Present to class.

Evaluate each site according to a format establishing criteria for evaluating web-sites to be found in most major university libraries. Before you begin this assignment, check out the following websites from the University of California, Berkeley: http://www.lib.berkeley.edu/Help/search.html

http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html#Outline

http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html

The following links will also assist you with this assignment:

http://www.libsci.sc.edu/miller/Evaluate.htm

http://www.unc.edu/cit/guides/irg-49.html

http://www.publichistory.org/evaluation/index2.html

http://www.lib.umd.edu/UES/evaluate.html

http://www.ehhs.cmich.edu/~pstohrer/eval.html

http://www.library.cornell.edu/olinuris/ref/research/webeval.html

http://www.lib.berkeley.edu/TeachingLib/Guides/Evaluation.html

**ASSIGNMENT TWO**  **Due: October 29** (tests student learning outcomes 1 thru 9) **20 Pts**.

Write a well-researched 5-8 page paper on Social and Human Capital and how these concepts can assist our social work and policy practice in empowering clients at the margins of society.

**ASSIGNMENT THREE Due: November 12** (Tests learning outcomes 2,3,5,7 &8) **45 Pts.**

**Term paper**. This will identify a selected aspect of social inequality, oppression or deviance; review the literature, including theoretical and ideological perspectives, empirical studies, historical background, and policy and practice implications. An analysis of societal response(s) is required for which one or more of the models of policy analysis referred to in Foundations of Social Welfare Policy and Services SOCW 3303 or 5303 may be used as guidelines. Use APA style. Length: minimum 15 pages.

You will find the following sites useful for completion of the assignment:

http://www.fedstats.gov/ the gateway to statistics for over 100 United States Federal Agencies;

http://www.firstgov.gov/ the entrance to many government web-sites;

http://www.whitehouse.gov/fsbr/ssbr.html The White House briefing room on Social Statistics;

http://www.childstats.gov/ the official website of the Federal Interagency Forum on Child and Family

Statistics; http://thomas.loc.gov/home/legbranch/legbranch.html United States Congress,

**Legislative Branch Web resources**;

http://www.nimh.nih.gov/ NIMH Web page.

http://www.lib.umich.edu/govdocs: University of Michigan Library Guide to Policy Resources

http://www.lib.umich.edu/govdocs/godort/legis.htm’ University of Michigan link for tracing a legislative history

\*\*\*\* Also check out the web site for John Dillard, Social Work Librarian. http://libraries.uta.edu/dillard/ He is located in the electronic library on the ground floor of SSW building A. He can assist you with sources. His website has an excellent specific page for social policy: http://libraries.uta.edu/dillard/subfiles/bibpolicy.htm

**Criteria for grading this paper**: See grading sheet at the end of this syllabus. You may hand assignments in beforehand if you wish. Late papers will not qualify for an “A” grade.

**Class Participation and Attendance**

Class attendance and participation are regarded as necessary for an optimal learning experience, and are an important part of the professional socialization process. Class absences will result in deduction of semester grade by 3 points for each absence. More than 4 unexcused absences will result in a failing grade.

**GRADING**

Class Attendance and Participation 10 points

First Assignment (Choice) 20 points

Class presentation 5 points

Second assignment 20 points

Third assignment Policy Analysis Paper 45 points

 Total 100 points

**Course Format**

**August 27**  **INTRODUCTION TO THE COURSE** Course overview; assignments, expectations. Review of policy analysis and models. Definitions and overview of Oppression and Social Justice

Readings: Goode, Deviant Behavior, Chapter 1 Hurst, Social Inequality, Chapter 1

 **September 3 FORMS OF INEQUALITY: SOCIAL, ECONOMIC, STATUS, POLITICAL, INEQUALITY** Hurst, Social Inequality, Chapters 2, 3, & 4.

 **September 10 EXPLAINING DEVIANT BEHAVIOR** Readings: Goode, Chapters 2

**September 17 SOCIETAL RESPONSES TO DEVIANCE: Oppression and Social Control**, **The Medicalization of Deviance** Readings: Hurst, Social Inequality, Chapter 5, Goode, Chapters 3

**September 24**  **FORMS OF SOCIAL INEQUALITY; SEX AND GENDER, SEXUAL ORIENTATION, RACIAL AND ETHNIC INEQUALITY** Hurst, Social Inequality, Chapters 6, 7, Goode, chapter 9, 10

**October 1**  **FIELD VISIT PRESENTATIONS** First Assignment to be handed in.

**October 8 FIRST ASSIGNMENT PRESENTATIONS**

 **October 15 EXPLANATIONS AND OUTCOMES OF INEQUALITY, EXCLUSION & MARGINALIZATION** Hurst, Social Inequality, Chapters, 10, 11 &12

**October 22 MENTAL DISORDERS, MENTAL HEALTH** Readings: Goode, Chapter 12

**October 29 SUBSTANCE ABUSE** Readings: Goode, Chapter 8. **Assignment 2 Due**

**November 5**  **FEMALE CRIME AND DELINQUENCY** (Visit to FMC Fort Worth)

Readings: Goode, Chapters 5, 6

**November 12**  **SEXUAL DIFFERENCE** Readings: Goode, Chapter 9 **Policy Analysis Papers Due**

 **November 19**  **IMMIGRANTS AND REFUGEES** Readings: Overcoming barriers; human mobility and development UN Human development Report 2009: <http://hdr.undp.org/en/media/HDR_> 2009\_EN\_Complete.pdf **Global migration and human rights:**

http://www.globalmigrationgroup.org/pdf/Int\_Migration\_Human\_Rights.pdf

Xenophobia, International Migration and Human Development:

http://hdr.undp.org/en/reports/global/hdr2009/papers/HDRP\_2009\_47.pdf

**November 26 ASSET-BASED AND PROGRESSIVE APPROACHES TO SOCIAL POLICY AND SOCIAL WORK, SOCIAL JUSTICE, SOCIAL EXCLUSION & SOCIAL DEVELOPMENT** - Readings: Hurst, Chapter 15; Elliott & Mayadas. **December 3 Wrap-up**

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Please note the following Policies of The University of Texas at Arlington:

**Drop Policy**: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

**Americans with Disabilities Act**: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity**: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

According to the UT System Regents. Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

**Student Support Services Available**: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

**Electronic Communication Policy**: The University of Texas at Arlington has adopted the University

“MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at http://www.uta.edu/oit/email/. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit https://webapps.uta.edu/oit/selfservice/. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

**Librarian to Contact**: John Dillard, Social Work and Social Science Librarian.

E-mail: dillard@uta.edu or, Cell phone: (817) 675-8962.

Office: Social Work Electronic Library (SWEL) Floor One, Building A School of Social

Work SWEL hours: 9:00 am to 6:00 pm, Monday through Friday SWEL Desk

Telephone: (817) 272-7518 Web Page: http://libraries.uta.edu/dillard/

**SELECTED RECOMMENDED READINGS:**

These titles are included to enable you to supplement your reading of the required texts. Do take the opportunity to read as widely as possible. You are not expected to read all of these, but you are expected to read some, as titles and subjects interest you. You may not wish to read whole books from this list, but to dip into them and ‘use’ them rather than read them from cover to cover. This list is not intended to replace a proper literature search in the library on your topic for your term paper. It consists of references that relate specifically to the subject matter of the program in this course.

Barry, B., (2005) Why social justice matters Cambridge UK, Polity Press.

Conrad, P. & Schneider, J.,(1992). Deviance and medicalization: from badness to sickness. Temple University Press. Online: http://www.amazon.com/Deviance-Medicalization-Sickness-Peter-Conrad/dp/0877229996#reader\_0877229996

Goode, E., & Vail. D.A. (2008) Extreme Deviance Thousand Oaks CA. Pine Forge Press.

Davis, K.E., & Bent-Goodley, T.B. (2004). The Color of Social Policy Alexandria, VA: CSWE. ISBN 0-87293-111-0

Gilbert, D., (2011) The American Class Structure in an age of growing inequality CA Pine Forge Press.

Jansson, B. (1999). Becoming an effective policy advocate: from policy practice to social justice. Belmont, CA., Brooks Cole, Wadsworth. ISBN 053435520X

Johnson, A.G. (2005 2nd ed) Power, Privilege and Difference. Mayfield Publishing, Mountain View, CA.

Kupers, T., (1999) Prison madness: the mental health crisis behind bars and what we must do about it.

San Francisco CA., Josey Bass.

Lane, C., (2007). Shyness: how normal behavior became a sickness. Yale University Press. London &

Newhaven CT.

Marger, M.N. (2009) Race and ethnic relations: American and global perspectives. Wadsworth.

Newman, K. & Chen, V.C., (2007) The missing class: portraits of the near poor in America. Boston, Beacon Press.

Van Wormer, K. (2004) Confronting Oppression, Restoring Justice. Alexandria VA: CSWE. ISBN 0-87293-106-4

Reichert, E., (2007). Challenges in human rights: A social work perspective. NY. Columbia University Press.

Rimmerman, C.A. (2008). The lesbian and gay movements: assimilation or liberation? Westview Press

Schaler, J.A., and (2005). Szasz under Fire: The Psychiatric Abolitionist Faces His Critics Open Court

Publishing.

Simons,R.L., Simons, L.G., & Wallace, L.E., (2004) Families, delinquency and crime: linking society’s most basic institution to antisocial behavior. Los Angeles, CA. Roxbury Publishing.

Simon, D. (2008). Elite deviance, 9th ed. Boston: Allyn & Bacon

Szasz T., (2007). The medicalization of everyday life. NY. Syracuse University Press.

Vandenburgh, H. (2004) Deviance: The Essentials Pearson Education Inc. ISBN 0-13-094113-1

Yanov, D., (2003) Constructing race and ethnicity in America: category making in administration and public policy ME Sharpe.

**Other Resources:**

Adler, P.A. & Adle, P. (2006) Constructions of Deviance - Social Power, Context, and Interaction 5th Edition Brooks Cole ISBN 0495003727

Adler, F., & Laufer, W. S. (2000). The legacy of anomie theory. New Brunswick, N.J.: Transaction Publishers.

AlIssa, I. (Ed.). (1995). Handbook of culture and mental illness: An international perspective. Madison, CT: International Universities Press.

Arrigo, B. (2007). Theorizing non-linear communities: On social deviance and housing the homeless. Deviant

Behavior, 25, 193-213.

Barnes, C., & Mercer, G., (2003). Disability. Cambridge, UK: Polity Press; Malden, MA: Blackwell Publishers.

Beckwith, F., & Jones, T. E. (Eds.). (1997). Affirmative action: Social justice or reverse discrimination? Amherst, NY: Prometheus Books.

Beech, A., & Ford, H. (2006). The relationship between risk, deviance, treatment outcome and sexual reconviction in a sample of child sexual abusers completing residential treatment for their offending. Psychology, Crime & Law, 12(6), 685-701.

Benning, S., Patrick, C., Hicks, B., Blonigen, D., & Krueger, R. (2003). Factor structure of the psychopathic personality inventory: validity and implications for clinical assessment. Psychological Assessment, 15(3), 340-350.

Ben-Yehuda, N. (2006). Contextualizing deviance within social change and stability, morality, and power. Sociological Spectrum, 26, 559-580.

Billups, J. O. (1990). Towards social development as an organizing concept for social work and related social professions and movements. Social Development Issues, 12(3), 14-26.

Billups, J. O. (1994). The social development models as an organizing framework for social work practice. In R. G. Meinert, J. T. Pardeck, & W. P. Sullivan (Eds.), Issues in social work: A critical analysis. Westport, CT: Auburn House.

Chung, H.L., & Steinberg, L. (2006). Relations between neighborhood factors, parenting behaviors, peer deviance, and delinquency among serious juvenile offenders. Developmental Psychology, 42(2), 319-331.

Costello, B.J. (2006). Cultural relativism and the study of deviance. Sociological Spectrum, 26, 581-594.

Counts, A. (1996). Give us Credit. New York, NY. Times Publishing. Random House.

Conrad, P. (1975). Medicalization of deviance in American culture. Social Problems, 23(1), 12-21.

Cortese, A. (2006). Opposing hate speech. Westport, CT: Praeger.

Craddock, S. (2000) City of plagues: disease, poverty, and deviance in San Francisco. Minneapolis: University of Minnesota Press.

Davis, K.E., & Bent-Goodley, T.B. (2004). The Color of Social Policy Alexandria, VA. CSWE.

Elliott, D. (1993). Social work and social development: Towards an integrative model for social work practice. International Social Work, 36, 21-36.

Clasen, J. (1999). Comparative social policy: Concepts, theories, and methods. Malden, MA: Blackwell.

Cole, D. (1999). No equal justice: Race and class in the American criminal justice system. New York: New Press.

Crockcroft, J. D. (1994). The Hispanic struggle for social justice: The Hispanic experience in the Americas. New York: F. Watts.

Curra, J. (2000). The relativity of deviance. Thousand Oaks, CA: Sage Publications.

Downes, D. (2007). Understanding deviance: A guide to the sociology of crime and rule-breaking. New York:

Oxford.

Eller, J. (2006). Violence and culture: A cross-cultural and interdisciplinary approach. Boston: Cengage Learning.

Elliott, D. (1993). Social work and social development: Towards an integrative model for social work practice. International Social Work, 36: 21-36.

Elliott, D., & Mayadas, N. S. (1996). Social development and clinical practice in social work. The Journal of Applied Social Sciences, 21: (1), 61-68.

Erikson, K. (2005). Wayward puritans: A study in the sociology of deviance. Boston: Allyn & Bacon.

Ferrell, Jeff. & Websdale, Neil. (1999). Making trouble: cultural constructions of crime, deviance, and control. New York: Aldine de Gruyter.

Flowers, R. (2003). Male crime and deviance: Exploring its causes, dynamics, and nature. Springfield, IL: Charles C. Thomas Publishing.

Kaplan, H. (2001). Social deviance: testing a general theory. New York: Kluwer Academic.

Furuya, K. (2002). A socio-economic model of stigma and related social problems. Journal of Economic Behavior & Organization, 48, 281-290.

Gaudier, M., (1993). Poverty, inequality, exclusion: New approaches to theory and practice- Pauvretés, inégalités, exclusions: renouveau des approches théoriques et des practiques sociales. Bibliography Series No. 17. Geneva, ILS. Quoted in Faria, V.E. Social exclusion and Latin America: analyses of poverty and deprivation. Chapter 6 in Rodgers, G., Gore, C., & Figueiredo, J. B., Social Exclusion: Rhetoric, Reality, Responses. Geneva, International Institute for Labor Studies. International Labor Organization (ILO) Publications.

Garvin, C. D., & Seabury, B. A. (1997). Interpersonal practice in social work: Promoting competence and social justice. Boston, MA: Allyn & Bacon.

Gil, D. (1998). Confronting Injustice and Oppression: concepts and strategies for social workers. New York, NY. Columbia UP. ISBN 0231106726

Goode, E. (2001). Deviant Behavior, (6th ed.). Upper Saddle, NJ: Prentice Hall. ISBN 0-13-531294-9

Good, E. (2002). Deviance in everyday life: Personal accounts of unconventional lives. Prospect Heights, IL: Waveland Press.

Goode, E. (Ed.). (2008). Extreme deviance. Los Angeles, CA: Pine Forge Press.

Gordon, D. M., Bowles, S., & Weisskopf, T. E. (Eds.). (1998). Economics and social justice: Essays on power, labor, and institutional change. Northampton, MA: Edward Elgar Publishers.

Green, D. E., & Tonnesen, T. V. (Eds.). (1991). American Indians: Social justice and public policy. Milwaukee, WI: University of Wisconsin, Institute on Race and Ethnicity.

Guilamo-Ramos, V., Litardo, H., & Jaccard, J. (2005). Prevention programs for reducing adolescent problem behaviors: Implications of the co-occurrence of problem behaviors in adolescence. Journal of Adolescent Health, 36, 82-86.

Gutiérrez, L. M., Delois, K. A., & Glenmaye, L. (1995). Understanding empowerment practice: Building on practitioner-based knowledge. Families in Society: The Journal of Contemporary Human Services, 76(9), 534-542.

Heiner, R. (2008). Deviance across cultures. New York: Oxford University Press.

Heinze, H., Toro, P., & Urberg, K. (2004). Antisocial behavior and affiliation with deviant peers. Journal of Clinical Child and Adolescent Psychology, 33(2), 336-346.

Hemmons, W. M. (1996). Black women in the new world order: Social justice and the African American female. Westport, CN: Praeger.

Hendershott, A. (2002). The politics of deviance. San Francisco: Encounter Books.

Hendriks, A., Tielman, R., & van der Veen, E. (Eds.). (1993). The third pink book: A global view of lesbian and gay liberation and oppression. Buffalo, NY: Prometheus Books.

Hepworth, J. (1999). The Social Construction of Anorexia Nervosa. Thousand Oaks, CA. Sage. ISBN 07619 53094

Herrero, J., Estevez, E., & Mustin, G. (2005). The relationships of adolescent school-related deviant behaviours and victimization with psychological distress: Testing a general model of the mediational role of parents and teachers across groups of gender and age. Journal of Adolescence, 29, 671-690.

Hickman, M., & Piquero, A. (2001). Exploring the relationships between gender, control balance and deviance. Deviant Behavior: An Interdisciplinary Journal, 22, 323-351.

Hicks, B. & Patrick, C. (2006). Psychopathy and negative emotionality: Analyses of suppressor effects reveal distinct relations with emotional distress, fearfulness, and anger-hostility. Journal of Abnormal Psychology, 115(2), 276-287.

Horn, D. G., (2003). The criminal body: Lombroso and the anatomy of deviance. New York: Routledge.

Hunter, S. (2005) Midlife and older LGBT adults: knowledge and affirmative practice for the social services. Haworth Press.

Jacobs, B.A., Investigating Deviance: An anthology. Los Angeles CA Roxbury

Jansson, B. (1999). Becoming an effective policy advocate: from policy practice to social justice. Belmont, CA., Brooks Cole, Wadsworth. ISBN 053435520X

Jewkes, Y. (2002). Dot.cons: crime, deviance and identity on the internet.

Cullompton, Willan & Julia, M. (2000) Constructing Gender. Multicultural Perspectives in Working with Women. Wadsworth/Brooks Cole. ISBN 0-534-36473-x

Johnson, A.G., (2001) Privilege, Power and difference. Ca. Mountain View, Mayfield Publishing.

Kaplan, H. B. & Johnson, R. J., (2001) Social deviance: testing a general theory. New York: Kluwer Academic/Plenum Publishers.

Kaplan, H.B., & Lin, C. (2005). Deviant identity, negative self-feelings, and decreases in deviant behavior: The moderating influence of conventional social bonding. Psychology, Crime & Law, 11(3), 289-303.

Kedar-Voivodas, G., & Tannenbaum, A. (1979). Teacher’s attitudes toward young deviant children. Journal of Educational Psychology, 71(6), 800-808.

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SOCW 6354-001 Criteria for Grading Semester Paper.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Presentation of Deviant Behavior, Social or Economic Oppression and Policy Response Selected for Discussion.**

1. Did paper discuss a rationale for selecting the subject matter of the paper? (4 points)

2. Did paper present the policy and explanations of oppression in a concise and clear manner? (10 points)

3. To what extent was an appropriate knowledge of literature, research evidence and other data sources on your chosen topic incorporated effectively in the paper, demonstrating an evidence based approach? (4 points) Was a broad range of references used and documented accurately? (2pts) Was there synthesis, analysis and evaluation as well as description? (4 pts)

**II. POLICY ANALYSIS.**

4. To what extent was a policy analysis model included in the paper, and how effective was the analysis? (8 points)

**III APPLICATION TO SOCIAL WORK PRACTICE**

5. To what extent were the implications for social work practice of the policy and/or oppression or deviance discussed? (7 points)

**V. STRUCTURE AND PRESENTATION OF THE PAPER.**

6. To what extent did paper demonstrate planning and the development of the discussion? (3 points)

7. To what extent did your paper demonstrate clarity in writing style, and proper use of language, grammar and spelling? (2 points)

8. To what extent did the paper demonstrate proper use of APA referencing style? (1 points)

Term Paper: Total Score out of 45 \_\_\_\_\_\_\_\_\_\_\_

Grade for paper: 41 - 45 = A, 36 - 40 = B, 31 - 35 = C, 26 - 30 = D