

	<p><b>The University of Texas at Arlington</b>  <b>School of Social Work</b>  <b>Human Behavior and Diverse Populations</b>  <b>SOCW 3317-001</b>  <b>Undergraduate Course</b>  <b>3 Credit Hours</b>  <b>Summer 2013</b></p>	
<b>Instructor Information</b>		
<b>Instructor Information</b>	Tracey M. Barnett, LGSW	
<b>E-mail</b>	<p>Hello everyone and welcome to SOCW 3317-001 Human Behavior and Diverse Populations. My email address is below. The best way to reach me is through my UTA email account. If you wish to speak with me by phone, please email me and we will arrange a time to speak. If you need technical assistance, please contact the Help Desk at UTA at <a href="mailto:helpdesk@uta.edu">helpdesk@uta.edu</a> or call 817-272-2208.</p>	
<b>Office Hours</b>	By Appointment	
<b>Classroom/Day/Time</b>	SWCA 308/ Mondays and Wednesdays/ 3:30pm-5:20pm	
<b>Course Description</b>		

**EPAS Requirements for HBSE: -**

**4.1 Diversity**

**Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds.** The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

**4.3 Human Behavior and the Social Environment**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It

includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and **the ways social systems promote or deter people in maintaining or achieving health and wellbeing.**

#### **In addition this course addresses 4.0 Values and Ethics:**

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

### **I. Description of Course**

Introduction to theoretical, practical and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior. This course has content that promotes understanding, affirmation, and respect for people from diverse backgrounds. This content emphasizes the interlocking and complex nature of culture and personal identity.

#### **Additional Course Content**

This course is designed to introduce students to the practice and policy issues related to diverse populations including race, ethnicity, gender, sexual orientation, and disability. Since social workers play a vital role in the design and delivery of social welfare services, they must understand the historical, political, and socioeconomic forces that continue to maintain oppressive values, attitudes and behaviors in our society and profession. Concepts related to diverse populations include but are not limited to **sociopolitical processes** (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), **intrapersonal processes** (identity, and self concept/esteem), and **socio-cultural processes** (assimilation, cultural fusion, culture conflict, and acculturation). The implications of these sociopolitical, intrapersonal, and socio-cultural processes for social work practice will be examined in terms of **social work values and ethics, knowledge and skills.**

### **II. Student Learning Outcomes**

SOCW 3317 addresses the following SSW foundation educational objectives:

**Objective 2.** Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

**Objective 3.** Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

**Objective 4.** Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

**Objective 7.** Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

This course relates to and advances the program objectives by developing knowledge and competence in working with diverse populations. Students completing this course will have developed a critical understanding of social justice, discrimination, and oppression, and will be prepared to apply this understanding in their practice.

By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

**This course aims at enabling students to:**

1. Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status.
2. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc.
3. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well being for persons of oppressed groups.
4. Examine self-identity and values as regards to social work values, ethics, and professional practice.
5. Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions.
6. Develop specific strategies that promote economic and social justice for populations at risk.

### **III. Teaching/Learning Strategies**

This course is designed for active student involvement in the learning process. Both theoretical and experiential approaches are integrated in the course through lecture/discussion, films, activities, and work in small groups. **Out-of-class assignments are designed to increase awareness of and appreciation for diversity in the local community.**

One of the goals of the School of Social work is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive classroom atmosphere helps students to feel safe in asking questions and contributing actively to discussions.

Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and the ability to use self by regular and constructive class attendance and participation.

#### IV. Classroom Policies

##### **Academic Integrity:**

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Professionalism:** It is every instructor's hope that when a student leaves his/her classroom, they will leave with a deeper understanding of the materials covered. This goal is no different in this course. I am hoping that each of you will have a better understanding of what "difference" means to you and what it means to others. This process can only happen if you approach this class with an open mind and a belief that only through critical exploration of the "self" can you truly understand others different from yourself.

**Many of the topics we will address can be very emotional to some. Individuals have strong thoughts, feelings, ideas, and experiences regarding the issues around which the meanings of differences are constructed in our society. We must approach one another from a point of understanding and good faith. Let active and reflective listening be the norm in this class. Let us be cautious of judging others, of making assumptions, of using linear, dichotomous, black/white thinking (there is much gray in this world), power, and right/wrong thinking. This is a forum of higher learning and we should it treat it as such.**

**Self-disclosure statement:** The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum.

Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effects on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

**UTA's Official Attendance Policy: Attendance Policy:** Attendance to all seminars, lab days and critiques is required. Absences are only excused for participation in University-sanctioned events, significant and verifiable issues, or the observance of religious holidays. In the case of extended illness or injury, the doctor's notes will give justification for a possible grade of "Incomplete." More than four unexcused absences will lower your final grade 10%.

**Drop Policy:** To avoid receiving a failing grade due to absences, it is the student's responsibility to drop the class according to university guidelines and time frames.

**Written Assignments:** All assignments must be typed and double-spaced. Edit your papers carefully because spelling and grammar do count; but I am more concerned with making sure you understand the content . **APA 6<sup>th</sup> edition guidelines should be followed on ALL assignments.**

**Late Assignments:** All assignments that are late will result in a 5% deduction per day late. You will submit all assignments online in Blackboard through SafeAssign.

**Religious Observances:** Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to be excused from class for religious reasons, you are expected to provide me in writing before the end of the first week of classes with a schedule of religious holidays you intend to observe. **This deadline is June 10, 2013 by 5pm.**

**Inclement Weather Policy:** In the event classes are cancelled or postponed or University offices are closed or have a delayed opening due to bad weather, the very latest status is available on the UTA home page: <http://www.uta.edu> as soon as the decision is made. In addition to the home page, the information is posted on UTA cable channel 98.

Public Affairs notifies radio and local major television stations within minutes of the decision to close or delay. Radio stations called are WBAP (820 AM), KRLD (1080 AM), The Ticket, KERA (90.1 FM), KHVN (970 AM), KLUV (98.7 FM), The Merge (93.3 FM), KLIF (570 AM), and the Wolf (99.5 FM).

The University also notifies Metro Networks, a firm that notifies all area radio stations. The local metroplex television stations called are channels 4, 5, 8, 11, and 33. You may also call (972) 601-2049 for recorded message regarding class and office status. This information was taken from information provided by the UTA Public Affairs Office.

**Electronic devices:** Some students carry cell phones and/or pagers. Please set pagers so the "beeper" is not audible and **silence all** cell phones. The noise is distracting and it is impolite to take phone calls during class. Additionally, texting is also distracting to students and the instructor, please excuse yourself and leave the room if you need to text or take a call.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112-The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on

providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide reasonable accommodations to students with disabilities, so as not to discriminate on the basis of that disability. **Student responsibility primarily rests with informing faculty at the beginning of the semester (by the second week of class) and in providing authorized documentation through designated administrative channels.** Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Student Support Services:** UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Librarian to Contact:** John Dillard, (817) 272-7518, room A-111.

**E-Culture Policy:** The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. Students are responsible for checking their email regularly.

For this course, however, email shall NOT be considered the only official means of communication for this class. *Changes in the syllabus and or class schedule will only be made with 100% agreement.*

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week (3hrs/per credit hour) of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database

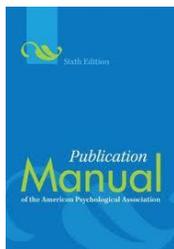
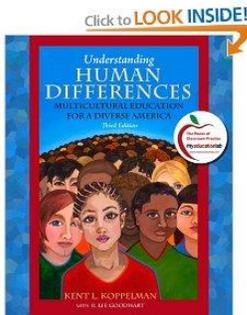
anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Make-up Exam Policy:** It is strongly suggested that the exams not be missed as they build upon each other and missing any assignment will put the student behind in the course. No make-up exams will be given unless a true, verifiable, emergency exists at the time of the quiz.

**Grade Grievance Policy:** See Graduate Catalogue and Social Work Handbook.

**Note:** Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins rather than the traditional 1 inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.

### Required & Recommended Classroom Materials



### Required Textbooks

Koppelman, K. L. & Coodhart R. L. (2011). 3rd. Edition *Understanding human differences: Multicultural education for a diverse America*. Pearson: Boston.

### Recommended

APA Manual, 6th Edition if you have not already purchased this manual.

### **Resources for APA formatting:**

- Margins, page numbers, and font:  
<http://owl.english.purdue.edu/owl/resource/560/01/>
- Cover Page, running head:  
<http://owl.english.purdue.edu/owl/resource/560/01/>
- Formatting of Headings:  
<http://owl.english.purdue.edu/owl/resource/560/16/n>
- Citations (in-text and reference page)
  - When to cite: <http://libraries.uta.edu/ebarker/flashPlag/>
  - In-text: <http://owl.english.purdue.edu/owl/resource/560/03/>
  - Reference page: <http://owl.english.purdue.edu/owl/resource/560/01/>
  - Electronic resources:  
<http://owl.english.purdue.edu/owl/resource/560/10/>
- Properly formatted quotations where applicable:  
<http://owl.english.purdue.edu/owl/resource/560/02/>

## Class Schedule

Readings should be completed prior to the class.

Dates/Readings/Exams/Assignments/Due Dates				
Week	Date	Class Discussions on Readings	Reading Assignments	Assignments Due
Mon. Week 1	June 3	Introductions, Review Syllabus and Course Assignments	In-class activity	None
Wed. Week 1	June 5	Understanding ourselves and others AND Understanding Prejudice and Its Causes	<u>Read Chapters 1&amp;2</u>	Discuss Chapters 1&2
Mon. Week 2	June 10	Communication, Conflict and Conflict Resolution/ Immigrants and Oppression	<u>Read Chapters 3&amp;4</u>	Discuss Chapters 3&4 Possible Quiz 1
Wed. Week 2	June 12 *you should have your book by now	Communication, Conflict and Conflict Resolution/ Immigrants and Oppression	<u>Read Chapters 3&amp;4</u>	Discuss Chapters 3&4 Possible Quiz 1
Mon. Week 3	June 17	(Guest Speaker)	<u>Read Chapters 5&amp;6</u>	None
Wed. Week 3	June 19	Race and Oppression/ Religion and Oppression/ Rejecting Oppressive Relationships	<u>Read Chapters 5&amp;6</u>	Online Blackboard Class

Mon. Week 4	June 24	Rejecting Oppressive Relationships/Raci sm	<u>Read Chapters 7&amp;8</u>	Discuss chapters 7&8 Possible quiz 2
Wed. Week 4	June 26	Rejecting Oppressive Relationships/Raci sm	<u>Read Chapters 7&amp;8</u>	Discuss chapters 7&8 Possible Quiz 2
Mon. Week 5	July 1	Sexism & Midterm Review	<u>Read Chapter 9 &amp; Midterm Review</u>	Discuss chapter 9 Quiz 3
Wed. Week 5	July 3	Midterm Blackboard Online	Midterm Blackboard Online	Midterm Blackboard Online
Mon. Week 6	July 8	Heterosexism/Clas sism	<u>Read: Chapters 10&amp;11</u>	Discuss Chapters 10&11 Possible Quiz 4
Wed. Week 6	July 10	Heterosexism/Clas sism	<u>Read: Chapters 10&amp;11</u>	Discuss chapters 10&11 Possible Quiz 4
Mon. Week 7	July 15	Guest Speaker	Guest Speaker	None
Wed. Week 7	July 17	Guest Speaker	Guest Speaker	None
Mon. Week 8	July 22	Abelism	<u>Read: Chapter 12</u>	Discuss chapter 12 Possible Quiz 5
Wed. Week 8	July 24	Abelism	<u>Read: Chapter 12</u>	Discuss chapter 12 Possible Quiz 5
Mon. Week 9	July 29	Pluralism	<u>Read Chapter 13&amp;14</u>	Discuss Chapters 13&14 Possible Quiz 6
Wed. Week 9	July 31	Pluralism	<u>Read Chapter 13&amp;14</u>	Discuss Chapters 13&14 Possible Quiz 6



- **Midterm= 100 points**
  - Multiple choice, T/F, Fill in the Blank, Short Answer and Essay (Assesses Learning Outcomes #1-4)
  
- **Out of Comfort Zone Paper= 100 points**
  - One of the goals of this course is to push students out of their own comfort zones. Therefore, students will write a short paper (3-5 pages) based on their visit to a place that is out of their comfort zone. Students will choose a place to visit where they will not feel entirely comfortable, and after they visit, will write a paper describing the experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); white, black, or Hispanic meeting; a gay, lesbian, bisexual, and transgendered (glt) gathering; spending all day without speaking (to experience a disability firsthand); or going through the intake process at a homeless shelter, among others. You must include the following sections in your paper: 1) Introduction—include why you chose this particular experience that you're writing about as well as the details of when and where it took place, 2) Your thoughts, feelings, apprehensions, and preconceived notions prior to the experience, 3) A detailed description of the experience, including your thoughts and feelings throughout, interactions with others, etc., 4) Any –isms you noticed or experienced, 5) What you learned from the experience, 6) Conclusion. This assignment is due Wednesday, March 20<sup>th</sup>, the Wednesday after you return from Spring Break. You may also submit this **any time** before this date. Here is a link to UTA events to give you some ideas. The event you attend does not have to take place on campus <http://www.uta.edu/events/main.php?view=month&timebegin=2013-01-01+00%3A00%3A00&sponsorid=all&categoryid=0&keyword> ((Assesses Learning Outcomes #1-4)
  
- **Final Exam Test= 100 points**
  - Multiple choice, T/F, Fill in the Blank, Short Answer and Essay (Assesses Learning Outcomes #1-5)

## Selected Bibliography

- Asa Moach, W. Y. (1997) *Innovation in Delivering Culturally Sensitive Social Work Services*. New York, NY: Haworth Press.
- Baker, M. J. (2002), *How Homophobia Hurts Children*. New York, NY: Haworth Press.
- Black, B., Oles, T., & Moore, L. (1998). Mapping the challenge: The relationship between Sexism and homophobia among social work students, *Affilia: Journal of Women and Social Work*, 13(2),166-189.
- Blumenfeld, W.J. (Ed.). (1992). *Homophobia: How we all pay the price*. Boston: Beacon Press.
- Bromley, M. A. (1987, May/June). New beginnings for Cambodian refugees or further disruptions? *Social Work*, 23, 639.
- Bryan, D., & Ajo, A. A. (1992). The role perception of African-American fathers. *Social Work Research and Abstracts*, 28(3), 17-21.
- Battle, J. & Lewis, M. (2002). The Increasing Significance of Class: The relative effects of race and socioeconomic status on academic achievement., *Journal of Poverty*, 6 (2).
- Battle-Rozie, L. Judith. (2002). *African American Adolescents in the Urban Community: Social Services Policy and Practice Interventions*. New York, NY: Haworth Press.
- Beauvais, F., (1998) *Amerian Indians and Alcohol*. *Alcohol Health and Research World* 22 (14):253-259.
- Cain, R. (1991). Stigma management and gay identity development. *Social Work*, 36(1), 67-73.
- Castex, G. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. *Social Work*, 39 (3), 288-296.
- Chestang, L. (1980). Character development in a hostile environment. In M. Bloom, *Life Span development: Bases for preventive and interventive help* (pp.40-50). New York: Macmillan.
- Chrisopher, K. (2001). *Single Motherhood, Employment or Social Assistance: Why are US*

- Women 12 poorer than women in other affluent nations? *Journal of Poverty*, 5 (2).
- Choi, G .N. (2001). *Psychosocial Aspects of the Asian- American Experience*. New York, NY: Haworth Press.
- Chow, C. S. (1998). *Leaving deep water: The lives of Asian American women at the crossroads of two cultures*. New York: Dutton.
- Congress, E. P. (1994, November). The use of culturagrams to assess and empower Culturally diverse families. *Families in Society: The Journal of Contemporary Human Services*, 531-538.
- Cramer, P. E. (2003). *Addressing Homophobia and Heterosexism on College Campuses*. Haworth Press.
- De Anda, D. (1995) *Social work with multicultural youth*. Hawthorn Press.
- Delgado, M. (1998). *Social Work Practice with the Asian American Elderly*, Haworth Press.
- Delgado, M. & Tennstedt, S. (1997). Puerto Ricans sons as primary caregivers of elderly parents. *Social Work*, 42(2), 121-216.
- Devore, W., & Schlesinger, E. G. (1987). *Ethnic-sensitive social work practice* (2nd ed.). Columbus: Merrill Publishing Co.
- Diller, J.V. (1999) *Cultural diversity: A primer for the human services*. Wadsworth Publishing Company.
- Enos, R. (1999). *Social Work Practice with Ethnic Minority Persons*. In L. Nalor (Ed.). *Problems and Issues of Diversity in the United States*, Bergin & Garvey.
- Ficarrotto, T. J. (1990). Racism, sexism, and erotophobia: Attitudes of heterosexuals. *Journal of Homosexuality*, 19(1), 111-116.
- Gibbs, T. (1999). *Diversity among Black Americans: Part of America's Hidden Diversity*. In L. Naylor (Ed.), *Problems and Issues of Diversity in the United States*. Westport: Bergin & Garvey.
- Gordon, A. K. (1996). *Hospice and Minorities: A national study of organizational access and 13 practice*, *Hospice*11(1), 49-70.

- Gutierrez, L., Ortega, R., & Suarez, A. (1990). Self-help and the Latino community. In T. Power (Ed.). *Working with self help* (pp. 218-236). Washington, DC: NASW Press.
- Haight, W. (1998). "Gathering the Spirit" at First Baptist Church: Spirituality as a protective factor in the lives of African American children, *Social Work*, 43(3), 213-221.
- Harper, V. K. & Lantz, J. (1996) *Cross-Cultural Practice Social Work with Diverse Populations*. Chicago, ILL: Lyceum Books, Inc.
- Hill, J. (1993). *Hasta La Vista, Baby: Anglo Spanish in the American Southwest*. *Critique Of Anthropology*, 13(2), 146-176.
- Hogan-Garcia, M. (1997). African-Americans as a Cultural Group. In *Cultural Diversity in the United States*, Larry Naylor, ed. Westport: Bergin & Garvey.
- Huber, R. & Orlando, B. P. (1995). Persisting gender differences in social workers' incomes: Does the profession really care? *Social Work* 40(5), 585-594.
- Hulewat, P. (1996). Resettlement: A cultural and psychological crisis. *Social Work*, 41(2), 129-137.
- Iglehart, A., & Becerra, R. (1995). *Social services and the ethnic community*. Boston: Allyn & Bacon.
- Kahn, M. J. (1991). Factors affecting the coming out process for lesbians. *Journal of Homosexuality*, 21(3), 47-70.
- Lance, L. (1992). Changes in homophobic views as related to interaction with gay persons: A study in the reduction of tensions. *International Journal of Group Tensions*, 22(4), 291-299.
- Leigh, W. J. (2002). *Communicating for Cultural Competence*. Waveland Press, Inc.
- Lum, D. (1996). *Social work practice with people of color*. (4th edition) Pacific Grove, Ca: Brooks Cole.
- 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.

- Mackelprang, R., & Salsgiver, R. (1996). People with disabilities and social work: Historical and 14 contemporary issues. *Social Work*, 41(1), 7-14.
- Matsumoto, D. (1996). *Culture and psychology*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- McAddo, H.P. (Ed.). *Black Families* (3rd ed.). Pacific Grove CA: Sage.
- Mindel, C.H. ,Habenstein, R. & Wright. R. (Eds.), *Ethnic families in America: patterns and variations*. New York: Elsevir.
- Neely, C. (1999). Homophobia: Problem or challenge? *The New Social Worker*, summer, 14-18.
- Orlin, M. (1995). The Americans with Disabilities Act: Implications for social services. *Social work*. Volume 40, Number 2
- Queral, M. (1996). *The social environment and human behavior: A diversity perspective*. Boston: Allyn and Bacon.
- Richardson, V. (1992). Service use among urban African American elderly people. *Social Work*, 37(1), 47-54.
- Rosaldo, R. & Flores, W. (1997). Identity, Conflict, and Evolving Latino Communities: Cultural Citizenship in San Jose, California. In *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*, William Flores and Rina Benmayor, eds. Boston: Beacon Press.
- Schaefer, R. T. (1996). *Racial and ethnic groups* (6th ed.). NY: Harper Collins.
- Segal A. E., Kilty M. K., Kim, Y. R. (2002) Social and Economic Inequalities and Asian American in the United States . *Journal of Poverty*, 6(4).
- Susser, I., & Patterson, T.C., (Eds.) (2001). *Cultural Diversity in the United States*. Malden: Blackwell Publishers.
- 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.
- Takaki, R. (Ed.) (1994). *From different shores: Perspectives on race and ethnicity in*

America (2nd ed.). New York: Oxford University Press. 15

- Talamantes, M., Lawler, W. R. , Espino, D. (1995). Hispanic American elders: Caregiving Norms surrounding dying and the use of hospice services, *The Hospice Journal*, 10(2), 35-49.
- Taylor, R., Chatters, L. & Tucker, M. (1990). Development in research on Black families: A decade review. *Journal of Marriage and the Family*, 52, 993-1014.
- Thomas, M. E., Herring, C., & Horton, H. D. (1994). Discrimination over the life course: A synthetic cohort analysis of earnings differences between black and white males, 1940-1990. *Social Problems*, 41(4), 608-628.\
- Thompson, M., & Peebles-Wilkins, W. (1992). The impact of formal, informal, and societal support networks on the psychological well-being of black adolescent mothers. *Social Work*, 37(4), 322-327.
- Timberlake, E., & Chipunger, S. (1992). Grandmotherhood: Contemporary meaning Among African American middle-class grandmothers. *Social Work*, 37(8), 216-222.
- Worchel, S., & Austin, William (Eds.). (1986) *Psychology of intergroup relations* (2nd ed.). Chicago IL:Nelson-Hall.
- Yamashiro, G., & Matsuoka, J. (1997). Help-seeking among Asian and Pacific Americans: A multiperspective analysis. *Social Work*, 42(2), 176-186.