

# TEXAS A&M UNIVERSITY-CENTRAL TEXAS SOCIAL WORK DEPARTMENT

SOWK 3303 110: SOCIAL WORK WITH DIVERSE POPULATIONS

MONDAYS AND WEDNESDAYS, 5:00 TO 7:30 PM, TAUGHT AS SYNCHRONOUS ONLINE

**Semester:** Summer 2021  
**Instructor's Name:** Claudia Rappaport, PhD ACSW, MSSW  
**Office Number:** 420D Warrior Hall (but this semester I am working from home)  
**Office Phone:** (254) 519-5432 (but it is better to email me than to use this number)  
**E-Mail:** [rappaport@tamuct.edu](mailto:rappaport@tamuct.edu). **Emails are responded to as soon as possible, usually the same day (or the next day if sent very late at night). I do respond to emails at night if I am still up grading papers.**

## I. Course Description

*Catalog Description:* This course will familiarize the student with the cultural roots of the diverse ethnic groups that make up American society, tracing the process of acculturation that characterizes their American experience.

*Prerequisites:* There are no prerequisites to this course. This diversity course is especially designed for students going into counseling and human services professions. Other students who are taking it as an elective are a welcome addition to the class, but please understand that examples used will be geared to persons who will be going into the social work and counseling fields. I hope you will be an active participant in the class discussions to add your own field's perspective on the topics we will be discussing. There is no professional field in the United States in which cultural competency is not an issue, so I feel sure you will find useful information in the class.

**Note: For social work majors, this is one of three foundation-level social work classes you need to take to qualify for formal admission to the social work major. The other two courses are Introduction to Social Work and Methods and Skills of Interviewing. If you will have completed all three of those classes by the end of this semester, you need to plan to turn in your application to the major by July 15.**

## II. Nature of Course

Social work practitioners and other professionals frequently encounter client populations that differ from themselves in terms of gender, sexual orientation, disability, race, ethnicity, cultural background, and religious practice. Competencies necessary for multi-cultural professional practice are examined. A framework for interacting effectively with culturally diverse populations is presented. Important topics to be covered include history of oppression, religious practices, family structure, acculturation, poverty, language, racism and prejudice, socio-political factors, child-rearing practices, values, and beliefs. Professionals must work to alter their practices to fit the needs of culturally diverse populations. In order to do this, all professionals need to heighten their awareness of their own cultural backgrounds and how these invariably influence their interactions with other people.

This course has infused curriculum that prepares students with the necessary casework skills required by 45CFR 1356.60 Title IV-E Training Program.

This course supports students' learning the model of **Generalist Social Work Practice:** Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of

services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (From the website of the Association of Baccalaureate Social Work Program Directors, Inc.)

*Teaching Method:* The primary teaching approaches in this course will be collaborative and active learning. Material in the course will be presented through interactive class discussions on readings, analysis of case scenarios, and videotapes. ALL ASSIGNMENTS WILL BE SUBMITTED VIA THE CANVAS ONLINE SYSTEM.

*Grading:* As much as possible, Dr. Rappaport tries to have assignments graded by the class after they were due. For longer assignments it may be the second class after they were due. Twice during the semester Dr. Rappaport will complete grade sheets to show each student where their course grade stands at that time. You can also check the GradeBook in Canvas, but remember that the grade there does not reflect your actual grade in the course because it does not include the grades for class attendance and class participation.

Note: Handouts for the course will be available via the Canvas Online Learning system. Please ensure that you have access to it. For concerns, please contact the Help Desk Central, 24 hours a day, by using the Canvas Help link located at the bottom of the left-hand menu. Select Chat with Canvas Support, submit a support request through “Report a Problem,” or call the Canvas support line at 1-844-757-0953.

### **III. Department Mission**

The mission of the Texas A&M University-Central Texas Bachelor of Social Work Department (TAMUCT BSW Department) is to prepare high quality graduates for entry-level generalist social work practice and for advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values, and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

*The TAMUCT Social Work Department has full accreditation through the Council on Social Work Education (CSWE), effective February 2017.*

### **IV. COURSE OBJECTIVES AND RELATED PRACTICE BEHAVIORS**

This course provides content that helps prepare you, the student, to engage in the following CSWE competencies and related practice behaviors:

- Practice personal reflection and self-correction to assure continual professional development (2.1.1b)
- Attend to professional roles and boundaries (2.1.1c)
- Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2a)
- Apply strategies of ethical reasoning to arrive at principled decisions (2.1.2d)
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4a)
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (2.1.4b)
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (2.1.4c)

- Advocate for human rights and social and economic justice (2.1.5b)
- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities (2.1.10a[a])

The objectives for this course that support the CSWE-related practice behaviors are:

- (1) Understand importance of culture in establishing effective services for clients.
- (2) Respect differences in cultural values, beliefs, rituals, and traditions.
- (3) Explore personal culture, biases, beliefs, and prejudices.
- (4) Develop knowledge and awareness of personal and other cultures to recognize and advocate against biases and stereotypes.
- (5) Become familiar with guidelines for effective professional practice with members of various cultural and racial/ethnic backgrounds in the U.S.
- (6) Utilize knowledge and awareness of culture to uphold social justice and integrity-based practice.
- (7) Engage in appropriate and professional helping relationships with persons from a variety of diverse backgrounds.
- (8) Become familiar with major concepts and theories related to racial and ethnic relations, racism, inequality, oppression and discrimination.

The following table shows the relationship between A) the course objectives, B) the CSWE-related practice behaviors, and C) the assignments used to assess ability to fulfill the objective related to the practice behavior:

<b>A. Objectives</b> <i>(By the completion of the course, it is expected that you will be able to...)</i>	<b>B. CSWE-Related Practice Behaviors</b> <i>(This is the behavior that the objective supports)</i>	<b>C. Course Assignments</b> <i>(The assignment is used to assess your ability to fulfill the objective related to the practice behavior)</i>
(1) Understand importance of culture in establishing effective services for clients.	2.1.4a 2.1.4c	Class discussions Class exercises Cultural papers Exams
(2) Respect differences in cultural values, beliefs, rituals, and traditions.	2.1.1c 2.1.4c	Class discussions Class exercises Cultural papers
(3) Explore personal culture, biases, beliefs, and prejudices.	2.1.1c 2.1.2a 2.1.4b	Class discussions Class exercises Cultural papers
(4) Develop knowledge and awareness of personal and other cultures to recognize and advocate against bias and stereotypes.	2.1.1b 2.1.1c 2.1.2d 2.1.4b 2.1.5b 2.1.10a(a)	Class discussions Class exercises Cultural papers Exams
(5) Become familiar with guidelines for effective professional practice with members of various cultural and racial/ethnic backgrounds in the U.S.	2.1.1c 2.1.2d	Class discussions Class exercises Exams
(6) Utilize knowledge and awareness of culture to uphold social justice and integrity-based practice.	2.1.1b 2.1.1c	Class discussions Class exercises Exams
(7) Engage in appropriate and professional helping relationships with persons from a variety of diverse backgrounds.	2.1.1c 2.1.10a	Class discussions Class exercises
(8) Become familiar with major concepts and theories related to racial and ethnic relations, racism, inequality, oppression and	2.1.4a 2.1.4c	Class discussions Class exercises

discrimination.		Exams
-----------------	--	-------

## V. Course Requirements

**A. Required Text:** There is no required textbook for this course. All required reading assignments will be in handouts provided by Dr. Rappaport through Canvas.

### B. Final Grades

A total of 10,000 points can be earned from the course assignments, as follows:

Course Assignment	Percentage of final grade	Total possible points
Paper 1: Cultural Messages in a Television Show	5%	500
Paper 2: Interview of student from another culture (from a class exercise)	20%	2,000
Paper 3: Exploration of Student's Own Cultural Background	25%	2,500
Mid-Term Exam	10%	1,000
Final Exam	10%	1,000
Concept Mastery Quizzes	20%	2,000
Class attendance	5%	500
Class Participation	5%	500
Totals	100%	10,000 (Total points divided by 100 equals final grade)

Points and Corresponding Grades for individual assignments are based on the following:

A+: 100 points	A: 95 points	A-: 90 points
B+: 88 points	B: 85 points	B-: 80 points
C+: 78 points	C: 75 points	C-: 70 points
D+: 68 points	D: 65 points	D-: 60 points
F: 59 points or less		

**Example:** A paper worth 15% of the grade, on which a student earned a B+, would give that student 1,320 points toward the final grade ( $88 \times 15 = 1,320$  points).

Final Class Grades are based on the following:

A: 90 to 100 (9,000 to 10,000 points)	B: 89 to 80 (8,900 to 8,000 points)
C: 79 to 70 (7,900 to 7,000 points)	D: 69 to 60 (6,900 to 6,000 points)
F: 59 or less (5,900 points or less)	

### C. Course Assignments

The following activities will be completed during the semester:

#### 1. Paper One: Cultural Messages in a Television Show (5% of final grade).

Each student will select one thirty-minute television show to watch and will write a paper analyzing the cultural messages (both explicit and implicit, visual and verbal) revealed in the show. First the student will write a concise summary of what the show was about. Then the student will analyze all the different cultural messages (positive and negative) that were revealed in the show, including any stereotypes or prejudices that were revealed. The purpose of the assignment is to heighten students' awareness of the multitude of ways in which cultural issues are reflected in the media

in this country. The paper must be typed and double spaced and must utilize APA (including a cover sheet). It should be a minimum of 4 pages in length.

2. *Paper Two: Exploration of the Cultural Background of Another Student in Class (20% of final grade).*

During a class period, students will be assigned in pairs to interview each other about their cultures. This will give you practice in how to ask another person questions about their cultures respectfully; it will also give you some practice in thinking about your own culture, which will help you write the second paper. You can use the following outline of cultural aspects to give you ideas about what to ask. Each student will then write a **thorough** paper (narrative style, telling the student's story) explaining what they learned about the other student's cultures. The grade will be determined by how thorough your explanation of the other student's information is and your ability to draw comparisons between that student's cultural beliefs and your own. **Papers should be 6-8 pages in length and must be typed and double-spaced. Papers that are single spaced will NOT be graded (i.e., they will receive a grade of 0). Papers shorter than 6 pages will receive a deduction for not being thorough enough. If your paper is longer than 8 pages, that is not a problem.**

### Cultural Interview Exercise

**Generation in US?**

**Nationality, ethnicity, "race" – level of identification?**

**Language(s) spoken?**

**Religion/spirituality/agnosticism/atheism**

**Individuality vs. family/community orientation, decision-making**

**Social roles (spouse, child, parent, partner, friend, etc.)**

**Socio-economic status (and has it changed during their lifetime or across generations?)**

**Acquisitive vs. sharing orientation toward belongings/material possessions**

**Work and recreation preferences, attitudes, beliefs**

**Parenting practices**

**Customs, rituals, traditions that are significant**

**Superstitions, folk beliefs**

**Rules/norms regarding interactions, manners, touch, eye contact, gestures, etc.**

**Assertiveness vs. passivity**

**How emotions are expressed; how disagreements are handled**

**Beliefs and practices regarding health, illness, mental health, indigenous healing or healers**

**Gender, birth order, age, housing arrangements**

**Food/drink, beliefs about eating/alcohol/drugs**

**Arts, sports, dress, colors**

**Major values**

**Major beliefs**

**Major attitudes**

**"should"**

**"must"**

**"never"**

**Current prejudices about other groups?**

**Extent to which they have experienced prejudice and/or oppression?**

**Extent to which they benefit from social privilege?**

**What "other" groups are they most comfortable around? Why?**

**What "other" groups are they least comfortable around? Why? How do they plan to address this discomfort?**

**What about their culture makes them most proud? Least proud?**

**Feel free to explore any other salient cultural factors or issues in addition to these**

3. *Paper Three: Exploration of the Student's Own Cultural Background (25% of final grade)*

Each student will write a comprehensive paper analyzing all significant aspects of their personal cultural background, going back at least three generations, comparing and contrasting the situations of those three generations (grandparents, parents, and self – or parents, self, and children). **Attention should be focused on all the aspects of culture that are listed in the first handout that was given to you in class, to the extent that these are significant to your individual**

**cultural story.** The paper must be written as your personal STORY; do not write the paper as if the list in the handout were a questionnaire. How you ORGANIZE your family’s story is a significant aspect of the paper. You should explore any personal experiences with prejudice and discrimination that have occurred. How have all these cultural factors affected you and your family, both in the past and today? What stereotypes and prejudices toward groups different from yourself have you developed over the years that you will need to learn how to overcome in order to deal with other people effectively and professionally? What strategies are you going to use to overcome those prejudices and stereotypes? You may want to interview members of your extended family to complete this assignment, but **do not do research in books or on internet sites about your culture; this is a personal exploration, not a research paper.** Students need to demonstrate a high degree of personal insight and self-exploration in their papers. **Papers should be at least 10-12 pages in length and must be typed and double-spaced. Papers that are single spaced will NOT be graded (i.e., they will receive a grade of 0). Papers that are not at least 10 pages in length will receive a deduction for not being thorough enough. If your paper is longer than 12 pages, that is not a problem.**

*Note: On every written assignment (the paper on your interview of another student and your paper on your own cultures), 25% of the grade will be based on the style of your writing – i.e., on correct spelling, composition, punctuation and grammar. The other 75% of the grade will be on content of the written assignments. Social workers do a great deal of writing; it is essential that you develop professional, clear patterns of written communication since it will affect your professional reputation. All writing errors in your papers will be corrected by the professor, and you need to study those corrections with each paper returned to you so you can avoid making the same mistakes in subsequent papers. Your score on this 25% of the grade will depend on how many writing errors you made. If you do not understand some of the corrections that are made in your papers, ask the professor about them. The 25% of the grade based on the number of errors in punctuation, spelling, composition and grammar is determined as follows:*

0-3 errors = A+	4-6 errors = A
7-9 errors = A-	10-12 errors = B+
13-15 errors = B	16-18 errors = B-
19-21 errors = C+	22-24 errors = C
25-27 errors = C-	28-30 errors = D+
31-33 errors = D	34-36 errors = D-
37 errors or more = F	

#### 4. *Mid-Term and Final Exams (20% of final grade total, 10% each)*

There will be two tests given in this course, a mid-term and a final exam. See the Course Schedule in this syllabus for exam due dates. These exams will not be the type of exams students may be used to (such as multiple choice, true-false, matching, and short essay questions). That type of exam merely expects students to repeat back facts and definitions, and the concept mastery quizzes for this class will be verifying your ability to answer those kinds of questions. Instead, the mid-term and final exams will ask one or two large questions that expect the student to demonstrate their ability to integrate the learning they have done in the class (from reading, class discussions, watching movies in class, etc.) and show how they can APPLY that knowledge in performing culturally competent social work services with people who represent all different kinds of cultural groups. **EXAMS MUST BE TYPED AND DOUBLE-SPACED!**

#### 5. *Concept Mastery Quizzes (20% of final grade)*

Many of the class periods will include a quiz to help students solidify their understanding of the concepts presented in the course material and learn how to apply them. The quiz will typically be sent out via Canvas the day of the class, and it is due by midnight on the day of the next regularly scheduled class period.

At the end of the course, the student’s average numerical grade on all quizzes (including any zeros) will represent 20% of their final grade. Each student will have one quiz grade (the lowest one) dropped by the professor; if you only missed a single class during the semester, that zero will not impact your average quiz grade.

**Note: Quizzes must be completed by each student ALONE. There is to be NO sharing of quiz answers with other students; this constitutes cheating. If a student shares their quiz answers with another student, BOTH students will receive a grade of 0 (zero) on that quiz.**

6. Class Attendance (5% of final grade)

Students are expected to be present for every scheduled class session. If you are unable to avoid missing a class, you must **email** the professor **within one week of the class period** to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness, doctor appointment, or funeral of a family member is an excused absence; the professor also allows one day's absence if a deployed significant other returns home. You need to email about **every** absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. If your work schedule or your health will not permit you to attend this class on a predictable basis, you should not try to take the class. **NOTE: if you do not email the professor within one week of the absence to get it excused, this will NOT be changed later to an excused absence.**

**Students must be present when class begins and are expected to remain until class is dismissed. I EXPECT STUDENTS TO HAVE THEIR CAMERA ON THROUGHOUT THE CLASS SESSION SO I CAN SEE THAT EACH OF YOU IS PRESENT AND IS ENGAGED IN THE CLASS DISCUSSION OR ACTIVITIES.**

The following shows the degree to which unexcused absences will impact your attendance grade. Since this is a summer course, each absence counts more heavily than during a long semester.

<i>Number of Unexcused Absences</i>	<i>Attendance Grade</i>
1	B
2	C
3	D
4 or more	F
Coming to class late twice counts as one absence	

7. Class Participation (5% of grade)

Dr. Rappaport has an interactive teaching style and expects every student to be an active participant in class. An old Chinese proverb says, "Tell me and I will forget—Show me and I may remember—But involve me and I will understand." You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a stupid question. Share your reactions to what is being discussed. Reflect on implications of what we are studying. If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well.

Your class participation grade will be determined by whether you talked during class discussions **and by whether your contributions added to the quality of the class sessions**. Dr. Rappaport also reserves the right to call on students in class if they are not participating regularly in the discussions. Each day a student will earn between 0 and 3 participation points; the points will be totaled at the end of the semester, and grades will be determined based on the student's total number of points compared to the points of all the other students in the class. Participation is defined as vocally talking during the class; typing "chat" comments while other people are talking does not count as participation.

## VI. CODE OF CONDUCT FOR CLASSROOMS

The following policies apply to all students enrolled in this course:

1. Students are encouraged to enter class within ten (10) minutes of it beginning. However, understanding that there can be technology problems with signing into the class, do the best you can to be “on time.”
2. After class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meet with students and other professors, use the restroom, etc.) before class begins and that they WILL NOT leave class after it has begun.
3. Students are expected to pay close attention to each class in its entirety, including to any videotapes being shown, and to use their integrity and respectfulness in how they behave during class.
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. Talking during class discussions out of turn or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand in front of your camera if there is something you want to share or you want to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor may be trying to call on other students who have not yet participated. Please mute your camera temporarily if some kind of noise occurs in the background that would be disruptive.
4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not directly related to the topic can distract class learning and limit knowledge-sharing by the professor and other students. The professor reserves the right to redirect/limit such conversations in class as needed.
5. Students are NOT permitted to work collaboratively (together) on *any* assignment in this class. All work turned in must be the student’s own product. This includes quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
6. **All assignments must be turned in at the beginning of class on the day they are due.** *Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date;* the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professor, and sends a message that such behavior is professionally “okay,” which it is not.
7. All papers submitted for grading MUST adhere to APA standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double- spaced, 3) use



Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a textbook, etc.). Further, all typed papers submitted in class MUST be stapled. **IF A PAPER IS NOT WRITTEN IN APA FORMAT, DR. RAPPAPORT RESERVES THE RIGHT TO RETURN IT TO THE STUDENT WITH A GRADE OF ZERO. USING APA IS NOT OPTIONAL! IF YOU DO NOT KNOW HOW TO USE APA, READ THROUGH THE INSTRUCTIONS LATER IN THIS SYLLABUS OR CONTACT THE WRITING CENTER AND ASK FOR SOME TUTORING ON HOW TO USE IT.**

8. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and to avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work (**INCLUDING THE TEXTBOOK OR OTHER COURSE MATERIALS**), turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it were your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned.** More information on university policies can be found at [tamuct.edu/studentconduct](http://tamuct.edu/studentconduct).
9. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA). This includes avoidance of the use of language that degrades women; people of color; people who are gay, lesbian, bisexual, or transgender; and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.
10. *An assessment of each student's behavior as it relates to class policies and overall decorum required by the TAMUCT Social Work Department and the university is provided via the "Rubric for Assessing Professional Behaviors" that is given to students at the New Social Work Student Orientation. All social work majors receive a RAPB when they apply to the social work major and again when they apply for a field placement. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student's ability to be admitted to the social work major or assigned to a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASW) core values and ethics, the TAMUCT Code of Conduct, and the Social Work Department class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.*

## VII. University Policies

### 1. **911 Cellular:**

911 Cellular is an emergency notification service that gives TAMUCT the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in it through their myCT email account. Connect at 911 Cellular, [portal.publicsafetycloud.net/Texas-AM-Central/alert-management](http://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### 2. **Drop Policy**

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The records office will give a deadline for when the form must be completed, signed, and returned. After you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalties for absences. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course if you stopped attending and doing the assignments.

### 3. **Academic Integrity**

Texas A&M University - Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. TAMUCT expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your professor before taking a course of action.

### 4. **Academic Accommodations**

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Dept. of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information, please visit our webpage: <http://www.tamuct.edu/student-affairs/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting; contact them at 254-501-5909. For more information, please visit [www.tamuct.departments/index.php](http://www.tamuct.departments/index.php). Students may also contact our Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf).

## **5. Library Services**

The university library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 ebooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available 24 hours a day through our online chat service and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and can take place on Skype or in person at the library. Assistance can cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. The library facility on campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library offers workshops tours, readings, and other events. For more information, visit the webpage: <http://tamuct.libguides.com/>

## **5. Tutoring Services**

Tutoring is available to all TAMUCT student, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact AcademicSupport Programs at 254-519-5706, or by emailing Kim Wood at [k.wood@tamuct.edu](mailto:k.wood@tamuct.edu). Chat live with a tutor 24/7 for almost any subject on your computer through tutor.com, an online tutoring platform that enables TAMUCT students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. To access tutor.com, go to the “My Courses” tab in Blackboard.

## **5. University Writing Center**

Located in 416 Warrior Hall, the University Writing Center is a free workspace open to all TAMUCT students from 10 AM to 5 PM Monday thru Thursday. Students can arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students can work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all the relevant style guides (such as APA). Whether you need help brainstorming ideas, organizing an essay, proof-reading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is available for help. If you have any questions about it, contact Dr. Bruce Bowles, Jr., at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

## **6. Sexual Violence**

Sexual violence is a serious safety, social justice, and public health issue. TAMUCT offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of domestic or dating violence or stalking)

while a student at TAMUCT, faculty members are required to inform the Title IX office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955), located on the second floor of Warrior Hall (207L). It is incumbent on all of us to find ways to create environments that tell predators that we do not agree with their behaviors and to tell survivors that we will support them. Your actions matter; do not be a bystander. Be an agent of change. For additional information visit the Title IX webpage at [www.tamuct.edu/departments/compliance/titleix.php](http://www.tamuct.edu/departments/compliance/titleix.php).

### 7. Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and against TAMUCT’s Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

### VIII. The professor teaching this class

Dr. Rappaport has a life-long interest in (really, fascination with) issues related to cultural diversity. She grew up the daughter of an officer in the U. S. Air Force and lived on many culturally diverse air bases and communities, including living in Japan during childhood and spending her senior year of high school living in Tehran, Iran. Having a Christian mother born in Texas and an Orthodox Jewish father born in New York City (whose own father was born in Russia and immigrated to the U.S. as a child) also exposed her to issues of cultural diversity and intolerance. In her 25 years of practice as a social worker before coming to Killeen to teach social work in August 2000, she worked with clients of many different cultural backgrounds and learned first-hand the importance of social workers striving to be culturally competent. She enjoys teaching this class because of her commitment to helping students learn more about their own cultural realities as well as the cultural realities of people who are different from those students.

Dr. Rappaport takes teaching very seriously. She wants students to enjoy this class and to feel like they learned a great deal from it. She is committed to coming to class prepared, to openly and willingly sharing her professional knowledge and experiences with students, and to encouraging everyone to participate actively in the discussions. In return, she expects students to come to class prepared, having read the day’s assignment ahead of time and being ready to ask any questions they might have about things they did not understand in the reading. Students are also expected to have different opinions about the material discussed, and she encourages students to disagree respectfully and to explore how their opinions have developed over time. She responds to emails as soon as possible, and she tries to get all written assignments graded and returned to students within the following 1-2 class periods. At least twice during the semester she will also give students a grade sheet, letting them know what their grade currently is in the course.

### IX. Course Schedule

Date	Description	Assignments Due
Monday 6/7/21	Review course syllabus  <b>Influential Factors within Culture (Use this list when writing your My Cultures paper)</b>  Video: “Culture, Identity, and Behavior” (0:36) (Films on Demand) “Breaking Barriers, Episode 3 – Ethnic Stereotypes on Television” (0:55) (Films on Demand)  CMQ #1 given	

Date	Description	Assignments Due
Wednesday 6/9/21	<p>American Cultural Diversity Cultural Values      Mistakes in Cultural Competency      Health Disparities</p> <p>Race      Inter-Racial Marriage Laws      Raising biracial children Dominant Society      Privilege      Racism Ethnocentrism      Discrimination, Prejudice, Racism Two-Tier Society      Cross-cultural services Cultural Competency, Triple A Rule      Deficit Hypothesis Cultural Complications in Interviews</p> <p>Video: “Are You Racist?” (0:54) (Films on Demand) “Overcoming Barriers to Intercultural Communication: Successful Speaking” (0:23) (Films on Demand)</p> <p>CMQ #2 given</p>	<p>American Cultural Diversity handout</p> <p>“Race, Prejudice, Discrimination” handout</p>
Monday 6/14/21	<p>Immigration, Changes over time      Legal and Undocumented Immigrant Experience      Push-Pull Theory      Refugees, Asylees Immigration Laws      Culturagram      Citizenship Public Charge      Immigration Facts and Myths</p> <p>Videotape: “Immigration” (0:44) (Films on Demand)</p>	<p>“Immigration” handout</p>
Wednesday 6/16/21	<p>The influence of European Americans/Anglo Americans Who are White Americans? A society of colonists, indentured servants, slaves, Native Americans Eugenics      Tuskegee Syphilis Study      Guatemalan Syphilis Study Melungeons, Irish, Italians, and others Becoming a non-racist white American</p> <p>Video: Watch the beginning of ‘The Pilgrims’ (2:07) (Films on Demand)</p> <p>CMQ #3 given</p>	<p>“Anglo Americans” handout</p> <p><b>PAPER ON CULTURAL MESSAGES IN A TELEVISION SHOW DUE</b></p>
Monday 6/21/21	<p>Anglo-Americans, continued</p> <p>Video: “A Hidden America: Children of the Mountains” (Appalachia) (0:48) (Films on Demand)</p> <p>For the remainder of the class period: You will be assigned in pairs to interview each other for 45 minutes each. Work on how to explain your own culture and how to ask respectfully about the other person’s culture. Students will then write a paper about what they learned about the other person’s cultures and how it compares to your cultures</p> <p>CMQ #4 given</p>	<p>“Anglo Americans” handout, continued</p> <p>You can use list in handout on “American Cultural Diversity” while doing your interview if you want to</p>
Wednesday 6/23/21	<p>African Americans/Black Americans      History-Slavery, Civil War American Civil Rights Movement (significant events and people)      Apologies Ebonics      Barack Obama      Rachel Dolezal Social and Demographic Factors      Racial Socialization Process AIDS in Black America      Culturally Competent Practice, Case Examples</p> <p>Videotape: “The Black Panthers: Vanguard of the Revolution” (1:54) (Films on Demand)</p>	<p>“African Americans, Civil Rights Movement” handout</p>

Date	Description	Assignments Due
Monday 6/28/21	<p>African Americans, continued</p> <p>Videotape: “Martin Luther King, Jr., A Historical Perspective” (0:60) (Films on Demand)  “Black Is, Black Ain’t” (1:27) (Films on Demand)</p> <p>CMQ #5 given</p>	<p>“African Americans” handout, continued</p> <p><b>Paper on Other Student’s Cultures Due</b></p>
Wednesday 6/30/21	<p>Hispanic Americans/Mexican Americans/Latin Americans  National origins Value System  Latino Civil Rights Movement Immigration Raids  Hispanic Stereotypes Dia De Los Muertos Cinco de Mayo  Arizona Immigration Laws</p> <p>Videotape: “Prejudice and Pride (1965-1980): The Latino Americans” (0:53) (Films on Demand)</p> <p>CMQ #6 given</p>	<p>“Hispanics” handout</p>
Monday 7/5/21	<p>Curanderismo Culture Bound Syndromes  Puerto Ricans Santería</p> <p>Videotape: “Hispanic Americans: One or Many Cultures?” (0:45) (Films on Demand)</p> <p>CMQ #7 given</p>	<p>“Hispanic Curanderismo, Puerto Ricans and Santería” handout</p>
Wednesday 7/7/21	<p>Native Americans – The Example of the Lakota  Early History of Native America The Lakota  Treaties “Wounded Knee: Healing Wounds of the Past”  American Indian Activism Virtues Traditions and Beliefs  The Black Hills Sports Team Names</p> <p>Videotape: “The Indian Wars: Might Makes Right” (0:46) (Films on Demand)  “Native Americans: Celebrating Traditions” (0:29) (Films on Demand)</p> <p>CMQ #8 given</p>	<p>“Native Americans/Lakota” handout</p>
Monday 7/12/21	<p>Native Americans – The Example of the Lakota, continued</p> <p>Video: “Our Fires Still Burn: The Native American Experience” (0:56) (Films on Demand)  “Sacred Spirit: The Lakota Sioux” (1:00) (Films on Demand)</p> <p><b>Receive the take-home mid-term exam</b></p>	<p>“Native Americans/Lakota” handout, continued</p>
Wednesday 7/14/21	<p>Asian Americans/East Asians  National origins Values Japanese Internment Experience  Gaman Shinto Chinese Confucianism, Buddhism</p> <p>South Asian Culture India, Pakistan, Bangladesh Hinduism, Sikhism</p> <p>Video: “Silent Sacrifice: Stories of Japanese American Incarceration” (0:56) (Films on Demand)  Part of “Chinatown: Strangers in a Strange Land” (1:33) (Films on Demand)  “An Impossible Country” (India) (0:26) (Films on Demand)</p>	<p>“Asian Americans, Confucianism, Buddhism” handout</p> <p>“India, Pakistan” handout</p>

Date	Description	Assignments Due
Monday 7/19/21	Asian Americans/Southeast Asians      The Vietnamese, The Hmong Values, Beliefs, Traditions              Lia Lee case Culture Bound Syndromes      Mental health      Medical Care “Becoming American: Odyssey of a Refugee Family”  Video: “The Fall of Saigon and the South Vietnamese Exodus to America” (0:37) (Films on Demand) “The New Generation: Vietnamese Americans Today” (0:33) (Films on Demand)  CMQ #9 given	“Asian Americans, Viet Nam, Hmong” handout  <b>Mid-term exam due</b>
<b>NOTE: APPLICATIONS TO THE MAJOR ARE DUE TO THE SOCIAL WORK DEPARTMENT BY JULY 15, 2021, if by the end of this semester you will have completed Intro to Social Work, Methods and Skills of Social Work, and Diverse Populations. It requires the completed application that you can locate on the social work website. You must also have an overall GPA of 2.5 to qualify for admission. Any questions, please direct them to Dr. Rappaport</b>		
Wednesday 7/21/21	Judaism, Jewish Americans              Israel  Video: “The Jewish Americans: They Came to Stay” (1:55) (Films on Demand)  CMQ #10 given	“Jewish Americans” handout
Monday 7/26/21	Islam/Arabic and Middle Eastern Cultures, Iran Islam      Values      Palestine      Sunni’s versus Shi’ites in Iraq Iran  Video: “Examining Islam” (1:13) (Films on Demand)  Islam and Judaism – Israel and Palestine Conflict  Video: “The Conflict” (Palestine) (0:51)	“Islam, Palestine, Iran, Iraq” handout  “Israel – Palestine Conflict” handout
Wednesday 7/28/21	Gay, Lesbian, Bisexual, Transgender, and Questioning Clients’ Cultures Heterosexism      Lesbian/Gay Identity Formation Family Reactions      Conversion Therapy Thailand Transgender Youth      Nepal’s Third Gender Category  Video: “Middle Sexes: Redefining He and She” (1:14) (Films on Demand)  CMQ #11 given	“GLBTQ” handout  <b>PAPER ON OWN            CULTURES DUE</b>
Monday 8/2/21	Hatred – What is it?      How Can it be Overcome?  Video: “Hate Groups USA” (0:48) (Films on Demand) “Where Do We Go from Here? A Dialogue on Race” (0:58) (Films on Demand)  CMQ #12 given	“Hatred” handout
Wednesday 8/4/21	Hatred – What is it? Continued  Video: “Beyond Hatred” (1:32) (Films on Demand)  <b>Receive take-home final exam</b>	“Hatred” handout, continued

Date	Description	Assignments Due
Monday 8/9/21	Hatred -- What can end it? Overcoming Hatred Video: Discussion of "Freedom Writers" (viewed by students before the class)	"Hatred" handout, continued Watch "Freedom Writers" on Kanopy before the class
Wednesday 8/11/21	Hatred – What Can End It? Overcoming Hatred Video: Discussion of "Remember the Titans" (viewed by students before the class)	"Hatred" handout, continued Watch "Remember the Titans" on Kanopy before the class  <b>Final Exam is due</b>

### IX. Bibliography

*The following resources have been used to develop the reading materials for this class and/or can be used by students to provide further information on the topics and cultures covered by the course: (Note: This list is not done in APA style, so do NOT copy the format in your papers!)*

Abu-Manneh, Bashir (2013). "Palestinian Actualities." *Race and Class*, 54 (3), 87-96.

Abu-Ras, Wahiba; Farid Senzai; and Lance Laird (2012). "American Muslim Physicians' Experiences since 9/11: Cultural Trauma and the Formation of Islamic Identity." *Traumatology*, 19 (1), 11-19.

Adams, James R. (2007). "A Place at the Thanksgiving Table." *American Indian*, Fall 2007, 42-45.

Adams, M.; L. Bell; and B. Griffin (1997). *Teaching for Diversity and Social Justice*. New York: Routledge.

Adkison-Bradley, Carla; Jeffrey Terpstra; and Benedict P. Dormitorio (2014). "Child Discipline in African American Families: A Study of Patterns and Context." *The Family Journal*, 22 (2), 198-205.

*African Americans: Voices of Triumph. Volume 1, Perseverance. Volume 2, Leadership*. Richmond: Time-Life Books, 1993.

Ahmed, Sameera; and Mona M. Amer (2011). *Counseling Muslims: Handbook of Mental Health Issues and Interventions*. Routledge.

Alam, Asadollah; and Alinaghi Alikhani (1991). *The Shah and I: The Confidential Diary of Iran's Royal Court, 1969-1977*. New York: I. B. Tauris.

Ali, Ayaan Hirsi (2007). *Infidel*. New York: Freedom Press.

Allen, Chris (2010). *Islamophobia*. Ashgate Farnham.

Ames, Azel. "The May-Flower and Her Log, July 15, 1620-May 6, 1621." An eBook produced by Project Gutenberg, October 2006.

Ammar, Nawal; Amanda Couture-Carron; Shahid Alvi; and Jaclyn San Antonio (2014). "Experiences of Muslim and Non-Muslim Battered Immigrant Women with the Police in the United States: A Closer Understanding of Commonalities and Differences." *Violence against Women*, 19 (12), 1449-1471.

Anderson, M. L.; and P. H. Collins (1992). *Race, Class and Gender: An Anthology*. Belmont: Wadsworth.



- Anderson, Sharon K.; and Valerie A. Middleton (2011). *Explorations in Diversity: Examining Privilege and Oppression in a Multicultural Society*, 2<sup>nd</sup> edition. Brooks/Cole.
- Andrews, Kehinde (2014). "From the Bad Nigger to the Good Nigga: An Unintended Legacy of the Black Power Movement." *Race and Class*, 55 (3), 22-37.
- Assaf, Shireen; and Stephanie Chaban (2013). "Domestic Violence against Single, Never Married Women in the Occupied Palestinian Territory." *Violence against Women*, 19 (3), 422-441.
- Atwood, Mary Dean (1991). *Spirit Healing: Native American Magic and Medicine*. New York: Sterling Publishing.
- Avila, Elena; and Joy Parker (1999). *Woman Who Glows in the Dark: A Curandera Reveals Traditional Aztec Secrets of Physical and Spiritual Health*. New York: Jeremy P. Tarcher/Putnam.
- Axelson, J.A. (1990). *Counseling and Development in a Multicultural Society* (3<sup>rd</sup> edition). Pacific Grove: Brooks/Cole.
- Ayalon, Ariel; and Shifra Sagy (2011). "Acculturation Attitudes and Perceptions of Collective Narratives: The Case of Israeli Arab Youth." *Youth and Society*, 43 (3), 819-844.
- Ayon, Cecilia; Maria Gurrola; Lorraine M. Salas; David Androff; and Judy Krysik (2011). "Intended and Unintended consequences of the Employer Sanction Law on Latino Families." *Qualitative Social Work*, 11 (6), 587-603.
- Ayon, Cecilia; and David Becerra (2013). "Mexican Immigrant Families under Siege: The Impact of Anti-Immigrant Policies, Discrimination, and the Economic Crisis." *Advances in Social Work*, 14 (1), Spring, 201-228.
- Baker, Aryn (2011). "Road Warriors." *Time Magazine*, July 4, 46-49.
- Beemyn, Genny; and Susan Rankin (2011). *The Lives of Transgender People*. New York: Columbia University Press.
- Belkin, Lisa. "The Feminine Critique." *The New York Times*, November 1, 2007.
- Billingsley, Andrew, PhD (1992). *Climbing Jacob's Ladder: The Enduring Legacy of African-American Families*. New York: Simon and Schuster.
- Bjorn, Gunilla J.; Christina Boden; Gunilla Sydsjo; and Per A. Gustafsson (2013). "Brief Family Therapy for Refugee Children." *The Family Journal*, 21 (3), 272-278.
- Blackmon, Douglas A. (2008). *Slavery by Another Name: The Re-enslavement of Black Americans from the Civil War to World War II*. New York: Doubleday.
- Blauner, Bob (1989). *Black Lives, White Lives: Three Decades of Race Relations in America*. Berkeley: University of California Press.
- Bleich, Erik (2011). "What is Islamophobia and How Much is There? Theorizing and Measuring an Emerging Comparative Concept." *American Behavioral Scientist*, 55 (12), 1581-1600.
- Bloom, Stephen (2000). *Postville: A Clash of Cultures in Heartland America*. New York: Harcourt.
- Bo, Bente P. (2015). "Social Work in a Multicultural Society: New Challenges and Needs for Competence." *International Social Work*, 58 (4), 562-574.

- Boatright-Horowitz, Su L.; Marisa E. Marraccini; and Yvette Harps-Logan (2012). "Teaching Antiracism: College students' Emotional and cognitive Reactions to Learning about White Privilege." *Journal of Black Studies*, 43 (8), 893-911.
- Bochanek, Michael; and Kyle Knight (2012). "Nepal's Third Gender and the Recognition of Gender Identity." *Jurist-Hotline*, April 23.
- Botkin, B. A. (1945). *Lay My Burden Down: A Folk History of Slavery*. Athens: University of Georgia Press.
- Boyd-Franklin, Nancy (2003). *Black Families in Therapy: Understanding the African American Experience, 2<sup>nd</sup> edition*. New York: Guilford Press.
- Bracken, Patrick (2002). *Trauma: Culture, Meaning, and Philosophy*. London: Whurr.
- Brammer, Robert (2012). *Diversity in Counseling, 2<sup>nd</sup> edition*. Belmont: Brooks/Cole
- Brinkley, Douglas (2000). *Rosa Parks*. New York: Penguin Putnam.
- Brittain, Aerika S. (2012). "Understanding African American Adolescents' Identity Development: A Relational Developmental Systems Perspective." *Journal of Black Psychology*, 38 (2), 172-200.
- Brown, Philip; and John Shalett (1997). *Cross-Cultural Practice with Couples and Families*. New York: Haworth.
- Brumfield, Ben (2013). "Lawsuit: Race-based Request Sidelined Michigan Nurse." *Cable News Network*, February 17.
- Bustamante, Rebecca M.; Judith A. Nelson; Richard C. Henriksen, Jr.; and Sarah Monakes (2011). "Intercultural Couples: Coping with Culture-Related Stressors." *The Family Journal*, 19 (2), 154-164.
- Bygnes, Susanne (2012). "Ambivalent Multiculturalism." *Sociology*, 47 (1), 126-141.
- Byrd, Christy M. (2012). "The Measurement of Racial/Ethnic Identity in Children: A Critical Review." *Journal of Black Psychology*, 38 (1), 3-31.
- Cainkar, Louise A. (2009). *Homeland Insecurity: The Arab and Muslim American Experience after 9/11*. New York: Russell Sage Foundation.
- Calzada, Esther J.; Catherine S. Tamis-LeMonda; and Hirokazu Yoshikawa (2012). "Familismo in Mexican and Dominican Families From Low-Income, Urban Communities." *Journal of Family Issues*, 34 (2), 1696-1724.
- Cannato, Vincent J. (2009). *American Passage: The History of Ellis Island*. New York: Harper Collins
- Caplan, Susan; Javier Escobar; Manuel Paris; Jennifer Alvidrez; Jane K. Dixon; Mayur M. Desai; Lawrence D. Scahill; and robin Whittemore (2013). "Cultural Influences on Causal Beliefs about Depression among Latino Immigrants." *Journal of Transcultural Nursing*, 24 (1), 68-77.
- Carson, Clayborne; David Garrow; Gerald Gill; Vincent Harding; and Darlene Clark Hine, editors (1991). *The Eyes on the Prize Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle, 1954-1990*. New York: Penguin Books.
- Chang-Muy, F.; and Elaine Congress (2009). *Social Work with Immigrants and Refugees: Legal Issues, Clinical Skills, and Advocacy*. New York: Springer Publishing Company.
- Chehata, Hanan (2012). "Israel: Promised Land for Jews ... As long as They're Not Black?" *Race and Class*, 53 (4), 67-77.

- Chen, Chen H.; Siew T. Tang; and Chien H. Chen (2011). "Meta-analysis of Cultural Differences in Western and Asian Patient-Perceived Barriers to Managing Cancer Pain." *Palliative Medicine*, 26 (3), 206-221.
- Choudhuri, Devika D.; Azara Santiago-Rivera; and Michael Garrett (2012). *Counseling and Diversity*. Brooks/Cole.
- Chubin, Fae (2014). "You May Smother My Voice, But you Will Hear My Silence: An Autoethnography on Street Sexual Harassment, the Discourse of Shame and Women's Resistance in Iran." *Sexualities*, 17 (1/2), 176-193.
- Chung, Irene (2011). "Sociocultural Study of Immigrant Suicide-Attempters: An Ecological Perspective." *Journal of Social Work*, 12 (6), 614-629.
- Cleaveland, Carol (2011). "Mexico City North: Identity and Anti-Immigrant Sentiment." *Qualitative Social Work*, 12 (3), 270-288.
- Cleaveland, Carol (2011). "In this Country, You Suffer a Lot: Undocumented Mexican Immigrant Experiences." *Qualitative Social Work*, 11 (6), 566-586.
- Cohen, Jared (2007). *Children of Jihad: A Young American's Travels among the Youth of the Middle East*. Gotham Books.
- Coleman, M. Nicole; Stephanie Chapman; and David C. Wang (2012). "An Examination of Color-Blind Racism and Race-Related Stress among African American Undergraduate Students." *Journal of Black Psychology*, 39 (5), 486-504.
- Congress, Elaine (1997). *Multicultural Perspective in Working with Families*. New York: Springer.
- Copeland, Roy W. (2013). "In the Beginning: Origins of African American Real Property Ownership in the United States." *Journal of Black Studies*, 44 (6), 646-664.
- Costa, Lee Ray M., PhD; and Andrew J. Matzner, MSW (2007). *Male Bodies, Women's Souls: Personal Narratives of Thailand's Transgendered Youth*. New York: Haworth Press.
- Cramer, Robert J., PhD; Matt R. Nobles, PhD; Amanda M. Amacker, PhD; and Lisa Dovoedo, MA. (2013). "Defining and Evaluating Perceptions of Victim Blame in Antigay Hate Crimes." *Journal of Interpersonal Violence*, 28 (4), 2894-2914.
- Crippin, Cheryl; and Leah Brew (2013). "Strategies of Cultural Adaptation in Intercultural Parenting." *The Parenting Journal*, 21 (3), 263-271.
- Cuellar, Israel; and Freddy Paniagua (2000). *Handbook of Multicultural Mental Health: Assessment and Treatment of Diverse Populations*. San Diego: Academic Press.
- Curtis, Edward (2003). *Songs of the Earth: A Timeless Collection of Native American Wisdom*. Philadelphia: Courage Books.
- Dallek, Robert. "A Slow Road to Civil Rights." *Time Magazine*, July 2, 2007, 52-55.
- Damashek, Amy; David Bard; and Debra Hecht (2012). "Provider Cultural Competency, Client Satisfaction, and Engagement in Home-Based Programs to Treat Child Abuse and Neglect." *Child Maltreatment*, 17 (1), 56-66.
- Daniels, Roger (1990). *Coming to America: A History of Immigration and Ethnicity in American Life*. New York: Harper Collins.
- Deer, Sarah; Bonnie Clairmont; Carrie A. Martell; and Maureen L. White Eagle (2008). *Sharing Our Stories of Survival: Native Women Surviving Violence*. Lanham: Altamira Press.

- Delany, Sarah; A. Elizabeth Delany; and Amy Hill Hearth (1993). *Having Our Say: The Delany Sisters' First 100 Years*. New York: Kodansha International.
- Delgado, Deborah A.; Sheryl Ness; Kathy Ferguson; Patricia L. Engstrom; Theresa M. Gannon; and Craig Gillett (2013). "Cultural Competence Training for Clinical Staff: Measuring the Effect of a One-Hour Class on Cultural Competence." *Journal of Transcultural Nursing*, 24 (2), 204-213.
- Deliovsky, Katerina; and Tamari Kitossa (2013). "Beyond Black and White: When Going Beyond May Take Us Out of Bounds." *Journal of Black Studies*, 44 (2), 158-181.
- DeLucia-Waack, Janice L., and Jeremiah Donigian (2004). *The Practice of Multicultural Group Work: Visions and Perspectives from the Field*. Belmont: Brooks/Cole
- DeMontigny, Gerald A. J. (2013). "The Essentialism of Whiteness: Abandoning Empirical Engagement." *Journal of Social Work*, 13 (6), 633-651.
- Denby, Ramona W.; and Carla M. Curtis (2013). *African American Children and Families in Child Welfare: Cultural Adaptation of Services*. New York: Columbia University Press.
- Devore, W.; and E. G. Chlesigner (1996). *Ethnic-Sensitive Social Work Practice (4<sup>th</sup> edition)*. Boston: Allyn and Bacon.
- DeZoysa, Piyanjali (2011). "The Use of Buddhist Mindfulness Meditation in Psychotherapy: A Case Report from Sri Lanka." *Transcultural Psychiatry*, 48 (5).
- Diller, Jerry (2011). *Cultural Diversity: A Primer for the Human Services, 4<sup>th</sup> edition*. Belmont CA: Brooks/ Cole.
- Dillon, Frank R.; Mario De La Rosa; Mariana Sanchez; and Seth J. Schwartz (2012). "Preimmigration Family Cohesion and Drug/Alcohol Abuse among Recent Latino Immigrants." *The Family Journal*, 20 (3), 256-266.
- DiNicola, Vincenzo (1997). *A Stranger in the Family: Culture, Families, and Therapy*. New York: W. W. Norton and Company.
- DiSilvestro, Roger L. (2005). *In the Shadow of Wounded Knee: The Untold Final Story of the Indian Wars*. New York: Walker and Company.
- Donin, Hayim (1972). *To Be a Jew: A Guide to Jewish Observance in Contemporary Life*. New York: Basic Books.
- Doran, Jennifer M.; Ani Kalayjian; Loren Toussaint; and Diana M. Mendez (2014). "Posttraumatic Stress and Meaning Making in Mexico City." *Psychology and Developing Societies*, 26 (1), 91-114.
- Dozier, Rush, Jr. (2002). *Why We Hate: Understanding, Curbing, and Eliminating Hate in Ourselves and Our World*. New York: Contemporary Books/McGraw-Hill.
- El Nasser, Haya; and Paul Overberg (2010). "Diversity Grows as Majority Dwindles." *USA Today*, June 11.
- Elsasser, Nan; Kyle MacKenzie; and Yvonne Tixier y Vigil (1979). *Las Mujeres: Conversations from a Hispanic Community*. New York: Feminist Press.
- Epstein, Helen (1979). *Children of the Holocaust: Conversations with Sons and Daughters of Survivors*. New York: G. P. Putnam's Sons.
- Epstein, Morris (1970). *All About Jewish Holidays and Customs*. Ktav Publishing.
- Erdoes, Richard; and Alfonso Ortiz (1984). *American Indian Myths and Legends*. New York: Pantheon.
- Esposito, John (2002). *What Everyone Needs to Know About Islam*. New York: Oxford University Press.

- Esposito, John; and Ibrahim Kalin (2011). *Islamophobia: The Challenge of Pluralism in the 21<sup>st</sup> Century*. New York: Oxford University Press.
- Esposito, John L.; and Dalia Mogahed (2007). *Who Speaks for Islam? What a Billion Muslims Really Think*. New York: Gallup Press.
- Evans, Louwanda; and Joe R. Feagin (2012). "Middle Class African American Pilots: The Continuing Significance of Racism." *American Behavioral Scientist*, 56 (5), 650-665.
- Fadiman, Anne (1997). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and The Collision of Cultures*. New York: Farrar, Straus, and Giroux.
- Falicov, Celia J. (2013). *Latino Families in Therapy, 2<sup>nd</sup> edition*. Guilford Press.
- Feagin, Joe R.; and Clairece Booher Feagin (2003). *Racial and Ethnic Relations (7<sup>th</sup> edition)*. Upper Saddle River: Prentice-Hall.
- Foner, Nancy; and Christophe Bertossi (2011). "Immigration, Incorporation, and Diversity in Western Europe and the United States: Comparative Perspectives." *American Behavioral Scientist*, 55 (12), 1535-1540.
- Fong, Rowena; and Sharlene Furuto (2001). *Culturally Competent Practice: Skills, Interventions, and Evaluations*. Allyn and Bacon.
- Freeman, Gary P. (2011). "Comparative Analysis of Immigration Politics: A Retrospective." *American Behavioral Scientist*, 55 (12), 1541-1560.
- Fuchsel, Catherine L. M.; Sharon B. Murphy; and Rebecca Dufresne (2012). "Domestic Violence, Culture, and Relationship Dynamics among Immigrant Mexican Women." *Affilia: Journal of Women and Social Work*, 27 (3), 263-274.
- Fuchsel, Catherine L. M. (2013). "Familiism, Sexual Abuse, and Domestic Violence among Immigrant Mexican Women." *Affilia: Journal of Women and Social Work*, 28 (4), 379-390.
- Funk, Laura M.; Neena L. Chappell; and Guiping Liu (2013). "Associations between Filial Responsibility and Caregiver Well-Being: Are There differences by Cultural Group?" *Research on Aging*, 35 (1), 78-95.
- Furman, Rich; Alissa R. Ackerman; and Nalini J. Negi (2012). "Undocumented Latino Immigrant Men in the United States: Policy and Practice considerations." *International Social Work*, 55 (6), 816-822.
- Gala, Jigisha; and Shagufa Kapadia (2014). "Romantic Love, Commitment and Marriage in Emerging Adulthood in an Indian Context: Views of Emerging Adults and Middle Adults." *Psychology and Developing Societies*, 26 (1), 115-141.
- Garcia, Lorena (2012). *Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity*. New York: New York University Press.
- Gayman, Mathew D.; and Juan Barragan (2013). "Multiple Perceived Reasons for Major Discrimination and Depression." *Society and Mental Health*, 3 (3), 203-220.
- Gebhardt, Angela R.; and Jane D. Woody (2012). "American Indian Women and Sexual Assault: Challenges and New Opportunities." *Affilia: Journal of Women and Social Work*, 27 (3), 237-248.
- Gelman, Caroline R. (2014). "Familismo and Its Impact on the Family Caregiving of Latinos with Alzheimer's Disease: A Complex Narrative." *Research on Aging*, 36 (1), 40-71.

- Giddings, Paula J. (2008). *Ida: A Sword among Lions – Ida B. Wells and the Campaign against Lynching*. New York: Amistad.
- Gill-Hopple, Kathy; and Diane Brage-Hudson (2012). “Compadrazgo: A Literature Review.” *Journal of Transcultural Nursing*, 23 (2), 117-123.
- Glass, Lorri (2012). “Help Seeking: Perceived Risks for African American Women.” *Affilia: Journal of Women and Social Work*, 27 (1), 95-106.
- Goldenstein, Rachel A. (2014). “Female Genital Cutting: Nursing Implications.” *Journal of Transcultural Nursing*, 25 (1), 95-101.
- Gone, Joseph P. (2013). “Redressing First Nations Historical Trauma: Theorizing Mechanisms for Indigenous Culture as Mental Health Treatment.” *Transcultural Psychiatry*, 50 (5), 683-706.
- Gopaul-McNicol, Sharon-Ann; and Tania Thomas-Presswood (1998). *Working with Linguistically and Culturally Different Children: Innovative Clinical and Educational Approaches*. Boston: Allyn and Bacon.
- Grandbois, Donna M.; and Gregory F. Sanders (2012). “Resilience and Stereotyping: The Experiences of Native American Elders.” *Journal of Transcultural Nursing*, 23 (4), 389-396.
- Green, J.W. (1995). *Cultural Awareness in the Human Services*. Upper Saddle River: Prentice Hall.
- Greenstein, Ran (2012). “Making Sense of Israeli Politics Today.” *International Sociology*, 27 (5), 599-608.
- Grover, Shalini (2011). *Marriage, Love, Caste and Kinship Support: Lived Experiences of the Urban Poor in India*. New Delhi: Social Science Press.
- Guzder, Jaswant (2011). “Women Who Jump into Wells: Reflections on Suicidalilty in Women from Conflict Regions of the Indian Subcontinent.” *Transcultural Psychiatry*, 48 (5).
- Haizlip, Shirlee T. (1994). *The Sweeter the Juice: A Family Memoir in Black and White*. Simon and Schuster.
- Haj-Yahia, Muhammad M. (2013). “Attitudes of Palestinian Physicians toward Wife Abuse: Their Definitions, Perceptions of Causes, and Perceptions of Appropriate Interventions.” *Violence against Women*, 19 (3), 376-399.
- Haj-Yahia, Muhammad M., PhD; Becky Leshem, PhD; and Neil B. Guterman, PhD (2013). “The Rates and Characteristics of the Exposure of Palestinian Youth to Community Violence.” *Journal of Interpersonal Violence*, 28 (11), 2223-2249.
- Hall, Ronald E. (2011). “Islamic Spirituality vis-à-vis Asia Pacific Muslim Populations: A Resource for Western Social Work practice.” *International Social Work*, 55 (1), 109-124.
- Hampton, Henry; and Steve Fayer (1990). *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s*. New York: Bantam Books.
- Harper, Faith G. (2011). “With All My Relations: Counseling American Indians and Alaska Natives within a Familial Context.” *The Family Journal*, 19 (4), 434-442.
- Harper-Dorton, Karen; and Jim Lantz (2011). *Cross-Cultural Practice: Social Work with Diverse Populations, 2<sup>nd</sup> edition*. Chicago: Lyceum.
- Hartshorn, Kelley J. S.; Les B. Whitbeck; and Dan R. Hoyt (2012). “Exploring the Relationships of Perceived Discrimination, Anger, and Aggression among North American Indigenous Adolescents.” *Society and Mental Health*, 2 (1), 53-67.

- Hendrickson, Paul (2003). *Sons of Mississippi: A Story of Race and Its Legacy*. New York: Alfred G. Knopf
- Hertzberg, Arthur (1962). *Judaism*. New York: George Braziller.
- Hirsch, Mark (2007). "Wounded Knee: Healing the Wounds of the Past." *American Indian*, Summer, 46-50.
- Hodge, David R.; Fei Sun; and Robert J. Wolosin (2014). "Hospitalized Asian Patients and their Spiritual Needs." *Journal of Aging and Health*, 26 (3), 380-400.
- Hooks, bell (2000). *Where We Stand: Class Matters*. New York: Routledge.
- Hooks, bell (2008). *Belonging: A Culture of Place*. Routledge.
- Hourani, Albert (1991). *A History of the Arab Peoples*. Cambridge: Harvard University Press.
- Hutchinson, J.; and A. D. Smith (1996). *Ethnicity*. Oxford: Oxford University Press.
- Imoh, Afua T. (2012). "Rites vs Rights: Female Genital Cutting at the Crossroads of Local Values and Global Norms." *International Social Work*, 56 (1), 37-50.
- Iverson, Peter (2002). *Diné: A History of the Navajos*. Albuquerque: University of New Mexico Press.
- Ivey, A.E.; M.B. Ivey; and L. Simek-Morgan (1993). *Counseling and Psychotherapy: A Multicultural Perspective (3<sup>rd</sup> edition)*. Needham: Allyn and Bacon.
- Jackson, Kelly F. (2010). "Living the Multiracial Experience: Shifting Racial Expressions, Resisting Race, and Seeking Community." *Qualitative Social Work*, 11 (1), 42-60.
- Jackson, Leslie; and Beverly Greene (2000). *Psychotherapy with African American Women: Innovations in Psychodynamic Perspectives and Practice*. New York: Pantheon.
- Jadalla, Ahlam; and Jerry Lee (2012). "The Relationship between Acculturation and General Health of Arab Americans." *Journal of Transcultural Nursing*, 23 (2), 159-165.
- Jandt, F. E. (1998). *Intercultural Communication: An Introduction (2<sup>nd</sup> edition)*. Thousand Oaks: Sage Publications.
- Johnson-Powell, Gloria; and Joe Yamamoto (1997). *Transcultural Child Development: Psychological Assessment and Treatment*. New York: John Wiley and Sons.
- Jones, LeAlan; Lloyd Newman; and David Isay (1997). *Our America: Life and Death on the South Side of Chicago*. New York: Scribner.
- Julia, Maria (2000). *Constructing Gender: Multicultural Perspectives in Working with Women*. Belmont: Brooks/Cole.
- Kakoti, Sally A. (2012). "Arab American Women, Mental Health, and Feminism." *Affilia: Journal of Women and Social Work*, 27 (1), 60-70.
- Kalita, S. Mitra (2003). *Suburban Sahibs: Three Immigrant Families and Their Passage from India to America*. New Brunswick: Rutgers University Press.
- Kamaldeep, Bhui (2013). *Elements of Culture and Mental Health: Critical Questions for Clinicians*. London: RCPsych Publications.
- Kazarian, Shahe; and David Evans (1998). *Cultural Clinical Psychology: Theory, Research, and Practice*. New York: Oxford University Press.

- Kenan, Randall (1999). *Walking on Water: Black American Lives at the Turn of the Twenty-First Century*. New York: A.A. Knopf.
- Keoke, Emory Dean; and Kay Marie Porterfield (2002). *Encyclopedia of American Indian Contributions to the World: 15,000 Years of Inventions and Innovations*. New York: Facts on File.
- Kertzer, Morris (1978). *What Is a Jew? (4<sup>th</sup> edition)* New York: Collier.
- Killian, Kyle D. (2013). *Interracial Couples, Intimacy, and Therapy: Crossing Racial Borders*. New York: Columbia University press.
- Kimuna, Sitawa R., PhD; Yanyi K. Djamba, PhD; Gabriele Ciciurkaite, MA; and Suvarna Cherukuri, PhD. (2012). "Domestic Violence in India: Insights from the 2005-2006 National Family Health Survey." *Journal of Interpersonal Violence*, 28 (4), 773-807.
- Kinzer, Stephen (2008). *All the Shah's Men: An American Coup and the Roots of Middle East Terror*. Hoboken: John Wiley and Sons.
- Kilstad, Arnulf; and Nini Gjesvik (2014). "Collectivism, Individualism, and Pragmatism in China: Implications for Perceptions of Mental Health." *Transcultural Psychiatry*, 51 (2), 264-285.
- The Koran*. Translated by N. J. Dawood (1999). Penguin Books.
- Kovel, Joel (1984). *White Racism: A Psychohistory*. New York: Columbia University Press.
- Krauss, Steven E.; Azimi Hamzah; Ismi A. Ismail; Turiman Suandi; Siti R. Hamzah; Dzuhailmi Dahalan; and Fazilah Idris (2014). "Parenting Community, and Religious Predictors of Positive and Negative Developmental Outcomes among Muslim Adolescents." *Youth and society*, 46 (2), 201-227.
- Kraybill, Donald (1989). *The Riddle of Amish Culture*. Baltimore: Johns Hopkins University Press.
- Kushner, Harold (1993). *To Life: A Celebration of Jewish Being and Thinking*. Boston: Little, Brown and Company.
- Kwok-bun, Chan; and Caroline Pluss (2013). "Modeling Migrant Adaptation: Coping with Social Strain, Assimilation, and Non-Integration." *International Sociology*, 28 (1), 48-65.
- Landy, David (2013). "We are More than Statistics and Scattered Body parts: Telling Stories and Coalescing Palestinian History." *International Sociology Review of Books*, 28 (2), 145-154.
- Langer, Elinor (2003). *A Hundred Little Hitlers: The Death of a Black Man, the Trial of a White Racist, and the Rise of the Neo-Nazi Movement in America*. New York: Metropolitan Books.
- Larsen, Chuck; Cathy Ross; Mary Robertson; and Roger Fernandes. "Teaching about Thanksgiving." Tacoma School District, September 1986.
- Lavi, Iris; and Michelle Slone (2011). "Resilience and Political Violence: A Cross-Cultural Study of Moderating Effects among Jewish and Arab-Israeli Youth." *Youth and society*, 43 (3), 845-872.
- Lee, Hedwig; and Kristin Turney (2012). "Investigating the Relationship between Perceived Discrimination, Social Status, and Mental Health." *Society and Mental Health*, 2 (1), 1-20.
- Leigh, J. W. (1998). *Communicating for Cultural Competence*. Boston: Allyn and Bacon.
- Leung, Patrick; Monit Cheung; and Venus Tsui (2011). "Asian Indians and Depressive Symptoms: Reframing Mental Health Help-Seeking Behavior." *International Social Work*, 55 (1), 53-70.



- Lewis, Bernard (2003). *The Crisis of Islam: Holy War and Unholy Terror*. New York: Modern Library.
- Lieberman, Alice; and Cheryl Lester (2004). *Social Work Practice with a Difference: Stories, Essays, Cases, and Commentaries*. New York: McGraw-Hill.
- Locke, Don (1998). *Increasing Multicultural Understanding: A Comprehensive Model (2<sup>nd</sup> edition)*. Thousand Oaks: Sage.
- Loganathan, Santosh; and R. Srinivasa Murthy (2011). "Living with Schizophrenia in India: Gender Perspectives." *Transcultural Psychiatry*, 48 (5).
- Lum, Doman (2004). *Social Work Practice and People of Color: A Process-Stage Approach (5<sup>th</sup> edition)*. Belmont: Brooks/Cole.
- Lum, Doman (2011). *Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues, 4<sup>th</sup> edition*. Belmont: Brooks/Cole.
- Majd, Homan (2008). *The Ayatollah Begs to Differ: The Paradox of Modern Iran*. New York: Doubleday.
- Malott, Krista M.; and Christopher D. Schmidt (2012). "Counseling Families formed by Transracial Adoption: Bridging the Gap in the Multicultural Counseling Competencies." *The Family Journal*, 20 (4), 384-391.
- Mann, Charles C. (2005). *1491: New Revelations of the Americas before Columbus*. New York: Alfred A. Knopf.
- Marbley, Aretha F. (2011). *Multicultural Counseling: Perspectives from Counselors as Clients of Color*. Routledge.
- Marbley, Aretha F.; Cynthia Wimberly; Rachelle Berg; Leon Rouson; and Erica Wilkins (2011). "Case Studies of African American Families: Self-Reports of Ethnically Diverse Practitioners." *The Family Journal*, 19 (2), 174-181.
- Marshall, Joseph III (2001). *The Lakota Way: Stories and Lessons for Living – Native American Wisdom on Ethics and Character*. New York: Penguin Compass.
- Marsiglia, Flavio F.; and Stephen Kulis (2009). *Diversity, Oppression and Change: Culturally Grounded Social Work*. Lyceum Books.
- Marsiglia, Flavio F.; Jaime M. Booth; Adrienne Baldwin; and Stephanie Ayers (2013). "Acculturation and Life Satisfaction among Immigrant Mexican Adults." *Advances in Social Work*, 14 (1), Spring, 49-64.
- Mathabane, Mark and Gail (1992). *Love in Black and White: The Triumph of Love Over Prejudice and Taboo*. New York: HarperCollins.
- Mather, Christine (1990). *Native America: Arts, Traditions, and Celebrations*. New York: Clarkson Potter.
- McAuliffe, Garrett (2008). *Culturally Alert Counseling: A Comprehensive Introduction*. Los Angeles: Sage.
- McBride, James (1996). *The Color of Water: A Black Man's Tribute to His White Mother*. New York: Riverhead Books.
- McRoy, Ruth; and Amy Griffin (2012). "Transracial Adoption Policies and Practices: The U. S. Experience." *Adoption and Fostering*, 36 (3/4), 38-49.
- Messer, David R. (2007). *Ablaze in Appalachia: A Social Approach to Forgotten Culture*. Book Surge Publishing.
- Miller, Byron; Sunshine M. Rote; and Verna M. Keith (2013). "Coping with Racial Discrimination: Assessing the Vulnerability of African Americans and the Mediated Moderation of Psychosocial Resources." *Society and Mental Health*, 3 (2), 133-150.

- Mize, Ronald; and Grace P. Delgado (2012). *Latino Immigrants in the United States*. Malden, MA: Polity Press.
- Moaveni, Azadeh. "Intimidation in Tehran." *Time Magazine*, September 10, 2007, 42-45.
- Moaveni, Azadeh (2009). *Honeymoon in Tehran: Two Years of Love and Danger in Iran*. New York: Random House.
- Moaveni, Azadeh (2005). *Lipstick Jihad: A Memoir of Growing Up Iranian in America and American in Iran*. New York: Public Affairs.
- Morales, Armando; and Bradford Sheafor (2007). *Social Work: A Profession of Many Faces (11<sup>th</sup> edition)*. Boston: Allyn and Bacon.
- Mortenson, Greg; and David O. Relin (2006). *Three Cups of Tea: One Man's Mission to Promote Peace One School at a Time*. New York: Penguin.
- Murphy, Laura T. (2014). *Survivors of Slavery: Modern-Day Slave Narratives*. Columbia University Press.
- Nafisi, Azar (2008). *Things I've Been Silent About*. New York: Random House.
- Nasr, Seyyed Hossein (2002). *The Heart of Islam: Enduring Values for Humanity*. San Francisco: Harper/Collins.
- Nayar, Mahima, & Mehrotra, Nilika (2015). "Isliye dard hota hai: Women's Mental Health Issues in Poor Households of India." *Psychology and Developing Societies*, 27 (1), 104-124.
- Nemat, Marina (2007). *Prisoner of Tehran: A Memoir*. New York: Free Press.
- Netland, Marit (2012). "Exploring Lost Childhood: A Study of the Narratives of Palestinians who Grew Up during the First Intifada." *Childhood*, 20 (1), 82-97.
- Newcomb, W. W., Jr. (1961). *The Indians of Texas, From Prehistoric to Modern Times*. Austin: University of Texas Press.
- Niaz, Unaiza (2011). *Wars, Insurgencies, and Terrorist Attacks: A Psycho-Social Perspective from the Muslim World*. Oxford: Oxford University Press.
- Nieuwsma, Jason A.; Carolyn M. Pepper; Danielle J. Maack; and Denis G. Birgenheir (2011). "Indigenous Perspectives on Depression in Rural Regions of India and the United States." *Transcultural Psychiatry*, 48 (5).
- Norris, Claire M.; and Flint D. Mitchell (2014). "Exploring the Stress-Support-Distress Process among Black Women." *Journal of Black Studies*, 45 (1), 3-18.
- Orelus, Pierre W. (2013). "Unpacking the Race Talk." *Journal of Black Studies*, 44 (6), 572-589.
- Page, Jake (2003). *In the Hands of the Great Spirit: The 20,000 Year History of American Indians*. New York: Free Press.
- Pahlavi, Ashraf (1980). *Faces in a Mirror: Memoirs from Exile*. Englewood Cliffs: Prentice Hall.
- Pahlavi, Farah (2004). *An Enduring Love: My Life with the Shah*. Miramax Books.
- Painter, Nell Irvin (2010). *The History of White People*. New York: W. W. Norton and Company.
- Paniagua, Freddy (2005). *Assessing and Treating Culturally Diverse Clients: A Practical Guide, 3<sup>rd</sup> edition*. Thousand Oaks: Sage.

- Parillo, V. (2000). *Strangers to These Shores: Race and Ethnic Relations in the United States (6<sup>th</sup> edition)*. Boston: Allyn and Bacon.
- Parks, Rosa; and Gregory Reed (1994). *Quiet Strength: The Faith, The Hope, and the Heart of a Woman Who Changed a Nation*. Grand Rapids: Zondervan.
- Pearce, Susan C.; Elizabeth J. Clifford; and Reena Tandon (2011). *Immigration and Women: Understanding the American Experience*. New York: New York University Press.
- Pearce-Morris, Jennifer; and Valarie King (2012). "The Well-Being of Children Living with Interethnic Parents: Are They at a Disadvantage?" *Journal of Family Issues*, 33 (7), 898-919.
- Pedersen, Paul (1993). *Culture-Centered Counseling and Interviewing Skills: A Practical Guide*. WestPoint: Praeger.
- Perlstein, Perella; and Robert W. Motta (2012). "An Investigation of Potential Holocaust-Related Secondary Trauma in the Third Generation." *Traumatology*, 19 (2), 95-106.
- Philbrick, Nathaniel (2006). *Mayflower: A Story of Courage, Community, and War*. New York: Viking.
- Pollack, Kenneth M. (2004). *The Persian Puzzle: The Conflict between Iran and America*. New York: Random House.
- Ramirez, Lucio C.; and Phillip L. Hammack (2014). "Surviving Colonization and the Quest for Healing: Narrative and Resilience among California Indian Tribal Leaders." *Transcultural Psychiatry*, 51 (1), 112-133.
- Ramirez, Manuel III (1991). *Psychotherapy and Counseling with Minorities: A Cognitive Approach to Individual and Cultural Differences*. New York: Pergamon Press.
- Rashid, Almed (2000). *Taliban: Militant Islam, Oil, and Fundamentalism in Central Asia*. New Haven: Yale Nota Bene.
- Rasi, Hamideh A.; Alireza Moula; Antony J. Puddephatt; and Toomas Timpka (2012). "Empowering Newly Married Women in Iran: A New Method of Social Work Intervention that Uses a Client-Directed Problem-Solving Model in Both Group and Individual Sessions." *Qualitative Social Work*, 12 (6), 765-781.
- Reis, Ria (2013). "Children Enacting Idioms of Witchcraft and Spirit Possession as a Response to Trauma: Therapeutically Beneficial, and For Whom?" *Transcultural Psychiatry*, 50 (5), 622-643.
- Robinson, Charles M., III (2000). *Men who Wear the Star: The Story of the Texas Rangers*. New York: The Modern Library.
- Romero, Sylvia; and Melissa R. Williams (2013). "The Impact of Immigration Legislation on Latino Families: Implications for Social Work." *Advances in Social Work*, 14 (1), Spring, 229-246.
- Romo, Laura F.; Rebeca Mireles-Rios; and Gisselle Lopez-Tello (2014). "Latina Mothers' and Daughters' Expectations for Autonomy at Age 15 (La Quinceanera)." *Journal of Adolescent Research*, 29 (2), 271-294.
- Rosenberger, J. B. (2014). *Relational Social Work Practice with Diverse Populations*. New York: Springer.
- Rosenblatt, Paul; Terri Karis; and Richard Powell (1995). *Multiracial Couples: Black and White Voices*. Thousand Oaks: Sage.
- Ross, Paula T.; Monica L. Lybson; and Arno K. Kumagai (2012). "Using Illness Narratives to Explore African American Perspectives of Racial Discrimination in Health Care." *Journal of Black Studies*, 43 (5), 520-544.
- Ryan, Louise (2011). "Muslim Women Negotiating Collective Stigmatization: We're Just Normal People." *Sociology*, 45 (6), 1045-1060.

- Sax, William (2014). "Ritual Healing and Mental Health in India." *Transcultural Psychiatry*, 51 (6), 829-849.
- Sayyid, S.; and Abdool K. Vakil (2011). *Thinking through Islamophobia: Global Perspectives*. New York: Columbia University Press.
- Schilt, Kristen (2011). *Just One of the Guys? Transgender Men and the Persistence of Gender Inequality*. Chicago: University of Chicago Press.
- Sciolino, Elaine (2005). *Persian Mirrors: The Elusive Face of Iran*. Free Press.
- Seierstad, Asne (2002). *The Bookseller of Kabul*. New York: Back Bay Books.
- Shamasundar, C. (1993). "Therapeutic Wisdom in Indian Mythology." *American Journal of Psychotherapy*, 49 (3) Summer 1993, 443-450.
- Sharley, Victoria (2012). "New Ways of Thinking about the Influence of Cultural Identity, Place and Spirituality on Child Development within Child Placement Practice." *Adoption and Fostering*, 36 (3/4), 112-117.
- Shen, April C.; Marcus Y. Chiu; and Jianxiu Gao (2012). "Predictors of Dating Violence among Chinese Adolescents: The Role of Gender-Role Beliefs and Justification of Violence." *Journal of Interpersonal Violence*, 27 (6), 1066-1089.
- Shu, Xiaoling; Yifei Zhu; and Zhanxin Zhang (2012). "Patriarchy, Resources, and Specialization: Marital Decision-Making in Urban China." *Journal of Family Issues*, 34 (7), 885-917.
- Simpkins, C. Alexander and Annellen (2000). *Simple Confucianism: A Guide to Living Virtuously*. Boston: Tuttle.
- Simpkins, C. Alexander and Annellen (2001). *Simple Tibetan Buddhism: A Guide to Tantric Living*. Boston: Tuttle.
- Simplins, C. Alexander and Annellen (1999). *Simple Taoism: A Guide to Living in Balance*. Boston: Tuttle.
- Sirin, Selcuk R.; and Dalal Katsiaficas (2011). "Religiosity, Discrimination, and Community Engagement: Gendered Pathways of Muslim American Emerging Adults." *Youth and Society*, 43 (4), 1528-1546.
- Slattery, Jeanne (2004). *Counseling Diverse Clients: Bringing Context Into Therapy*. Belmont CA: Brooks/ Cole.
- Smith, Cary S., PhD' and Li-Ching Hung, PhD. "The Influence of Eastern Philosophy on Elder Care by Chinese Americans: Attitudes toward Long-Term Care." *Journal of Transcultural Nursing*, 23 (1), 100-105.
- Smith, Jessie (1993). *Epic Lives: One Hundred Black Women Who Made a Difference*. Detroit: Visible Ink Press.
- Smith, Jessie (2003). *Black Firsts: 4,000 Ground-Breaking and Pioneering Historical Events, 2<sup>nd</sup> edition*. Canton, MI: Visible Ink Press.
- Snyder, Cyndy R. (2012). "Racial Socialization in Cross-Racial Families." *Journal of Black Psychology*, 38 (2), 228-253.
- Softas-Nall, Lia, Cardona, Betty, & Barritt, Julie (2015). "Challenges and Diversity Issues working with Multilingual and Bilingual Couples and families: Implications for Counseling." *The Family Journal*, 23 (1), 13-17.
- Sperry, Len (2011). "Culturally, Clinically, and Ethically Competent Practice with Individuals and Families Dealing with Medical Conditions." *The Family Journal*, 19 (2), 212-216.
- "SPLC Defends Victims of Conversion Therapy with Groundbreaking Lawsuit." (2013) Southern Poverty Law Center.
- Standing Bear, Luther (1934). *Stories of the Sioux*. Lincoln: University of Nebraska Press.
- Staples, Brent (1994). *Parallel Time: Growing Up in Black and White*. New York: Pantheon.

- Stevens-Watkins, Danielle; Brea Perry; Kathi L. Harp; and Carrie B. Oser (2012). "Racism and Illicit Drug Use among African American Women: The Protective Effects of Ethnic Identity, Affirmation and Behavior." *Journal of Black Psychology*, 38 (4), 471-496.
- Sue, Derald; Robert Carter; Manuel Casas; Nadya Fouad; Allen Ivey; Margaret Jensen; Teresa LaFromboise; Jeanne Manese; Joseph Ponterotto; and Ena Vazquez-Nutall (1998). *Multicultural Counseling Competencies: Individual and Organizational Development*. Thousand Oaks: Sage.
- Tanaka, Kimiko (2012). "Surnames and Gender in Japan: Women's Challenges in Seeking Own Identity." *Journal of Family History*, 37 (2), 232-240.
- Taylor, Alan (2006). *The Divided Ground: Indians, Settlers, and the Northern Borderland of the American Revolution*. New York: Alfred A. Knopf.
- Taylor, Ronald (1998). *Minority Families in the United States: A Multicultural Perspective (2<sup>nd</sup> edition)*. Upper Saddle River: Prentice Hall.
- Theroux, Peter (1990). *Sandstorms: Days and Nights in Arabia*. New York: W. W. Norton and Company.
- Thomas, Anita J.; and Sara Schwarzbaum (2006). *Culture and Identity: Life Stories for Counselors and Therapists*. Thousands Oaks: Sage.
- Thomas, Anita J.; Denada Hoxha; and Jason D. Hacker (2013). "Contextual Influences on Gendered Racial Identity Development of African American Young Women." *Journal of Black Psychology*, 39 (1), 88-101.
- Thyer, Bruce A.; John S. Wodarski; Laura L. Myers; and Dianne F. Harrison (2010). *Cultural Diversity and Social Work Practice, 3<sup>rd</sup> edition*. Charles C. Thomas.
- Tindall, George B.; and David E. Shi (1992). *America: A Narrative History, 3<sup>rd</sup> edition*. New York: W. W. Norton and Company.
- Titus, Sharon K. F. (2014). "Seeking and Utilizing a Curandero in the United States: A Literature Review." *Journal of Holistic Nursing*, 32 (3), September, 189-201.
- Trotter, Robert, II; and Juan Antonio Chavira (1981). *Curanderismo: Mexican American Folk Healing*. Athens: University of Georgia Press.
- Ung, Tien; Susan H. O'Connor; and Raymond Pillidge (2012). "The Development of Racial Identity in Transracially Adopted People: An Ecological Approach." *Adoption and Fostering*, 36 (3/4), 73-84.
- Ungar, Michael (2013). "Resilience, Trauma, Context, and Culture." *Trauma, Violence, and Abuse*, 14 (3), 255-266.
- Vallejo, Jody A. (2012). "Socially Mobile Mexican Americans and the Minority Culture of Mobility." *American Behavioral Scientist*, 56 (5), 666-681.
- Vang, Pa D.; and Matthew Bogenschutz (2011). "Hmong Women, Marital Factors and Mental Health Status." *Journal of Social Work*, 13 (2), 164-183.
- Vargas, Jose A. (2012). "Not Legal, Not Leaving." *Time Magazine*, June 25, 34-43.
- Walker, Rebecca (2001). *Black, White and Jewish: Autobiography of a Shifting Self*. New York: Riverhead Books.
- Walls, Melissa L.; and Les B. Whitbeck (2011). "Distress among Indigenous North Americans: Generalized and Culturally Relevant Stressors." *Society and Mental Health*, 1 (2), 124-136.

- Washington, Harriet A. (2006). *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. New York: Broadway Books.
- Wex, Michael (2005). *Born to Kvetch: Yiddish Language and Culture in All of Its Moods*. New York: St. Martin's Press.
- Wexler, Lisa (2013). "Looking Across Three Generations of Alaska Natives to Explore How Culture Fosters Indigenous Resilience." *Transcultural Psychiatry*, 51 (1), 73-92.
- Wilson, George; and Jason Shelton (2012). "Race, Ethnicity, and Socioeconomic Inequality among Minority Middle Classes." *American Behavioral Scientist*, 56 (5), 643-649.
- Winter, Elke (2011). *Us, Them, and Others: Pluralism and National Identity in Diverse Societies*. Toronto: University of Toronto Press.
- Wycoff, Susan; Rattanaklao Tinagon; and Shannon Dickson (2011). "Therapeutic Practice with Cambodian Refugee Families: Trauma, Adaptation, Resiliency, and Wellness." *The Family Journal*, 19 (2), 165-173.
- Yang, Philip (2011). *Asian Immigration to the United States*. Malden, MA: Polity Press.
- Young, Andrew (1996). *An Easy Burden: The Civil Rights Movement and the Transformation of America*. New York: HarperCollins.
- Young, Wei-Jun (2013). "Asian Fatherhood." *Journal of Family Issues*, 34 (2), 143-160.
- Zagelbaum, Adam; and Jon Carlson (2010). *Working with Immigrant Families: A Practical Guide for Counselors*. Routledge.
- Zakar, Rubeena; Muhammad Z. Zakar; and Alexander Kraemer (2012). "Voices of Strength and Struggle: Women's Coping Strategies against Spousal Violence in Pakistan." *Journal of Interpersonal Violence*, 27 (16), 3268-3298.
- Zakar, Rubeena; Muhammad Z. Zakar; and Alexander Kraemer (2013). "Men's Beliefs and Attitudes toward Intimate Partner Violence against Women in Pakistan." *Violence against Women*, 19 (2), 246-268.
- Zayas, Luis H. (2011). *Latinas Attempting Suicide: When Cultures, Families, and Daughters Collide*. New York: Oxford University Press.
- Zeilinger, Ron (1997). *Sacred Ground: Reflections on Lakota Spirituality and the Gospel*. Chamberlain SD: Tipi Press.
- Zeilinger, Ron (1986). *Lakota Life*. Chamberlain SD: Tipi Press.
- Zhou, Min; and Carl Bankston III (1998). *Growing Up American: How Vietnamese Children Adapt to Life in the United States*. New York: Russell Sage Foundation.

## APA CHECKLIST

The following checklist is designed to serve as a guide for you when writing papers in the Social Work Department. Use of this guide will support your success when using APA and help to prevent plagiarism. All instructors in the Social Work Department will use this checklist as a guide when grading your papers for APA policy adherence, so it is advisable that you become familiar with and apply these rules to all papers.

- A. Entire document MUST HAVE
- Times New Roman Font (preferred by the professor)
  - 12 font size
  - 1 inch margins on all four sides

- Double spacing after periods at the end of a sentence (except in the “Reference” page)
- Double spacing *between lines* in paragraphs (remove double spacing between paragraphs)
- Numbers 1-9 spelled out (e.g. “one”, “five”, “seven”)
- Numbers 10 and above not written out (except at the beginning of a sentence)
- Introduction of acronyms (e.g. “Supplemental Security Income (SSI)”, “SSI” may be used alone thereafter)
- Paragraphs versus bullets (unless approved by professor)
- No use of “I” (unless approved by professor due to nature of the assignment)
- No contractions (won’t, can’t, don’t), lbs, %, \$ (percent signs may be used directly after numbers)
- Complete sentences
- Indented paragraphs (tab once from margin)
- Introduction, body and conclusion (unless otherwise noted by professor)
- Cover page, abstract page, reference page (unless otherwise advised by professor)

#### B. Cover Page

- Page # (always starts with “1” at the top right)
- Title of work (in bold and followed by an extra space), your name, Department of Social Work and the name of the university, professor’s name, due date of assignment, all centered and not in bold. This should also be double spaced.
- Title should be no more than 12 words, first letters of words are capitalized except “and”, etc.

#### C. Abstract Page

- This is page 2 (upper right corner)
- The word “Abstract” is centered, not bold at the top of the paper
- The Abstract is only 4-5 sentences (max 150-250 words)
- There is no indentation at the beginning of this paragraph
- Must be double spaced

#### D. START OF YOUR BODY

- Continue page number on every page in upper right corner
- Write the title at the very top. This should be the same one used on the cover page above your name
- The title is centered and not in bold
- All paragraphs must be indented
- Paragraphs have a minimum of 5 sentences
- Using Level Headings where appropriate (refer to your professor on when to use; see APA manual for all levels of headings: 1-5)

#### E. Reference Page

- The word “Reference” (or “References” if more than one) is centered and not bold
- The references must be alphabetized (by last name of author of work as listed on the work. DO NOT reorganize the authors in alphabetical order from the source).
- If there is more than one citation with the same author and year, put them in alphabetical order by title and make them 2021a, 2021b, 2021c, etc., as needed.
- Double space references
- Remove extra space between references
- Only single spacing after punctuation
- Remember that personal communication in-text citations are not listed on the reference page
- Remove hyperlinks from websites (a line should not appear under websites in your reference page)
- If the reference is long and continues on the next line, then you must indent the second line (this is called a “hanging indent”)
- All references MUST have an in-text citation to match (except in personal communication; only in-text citations are used).

- If the reference has an edition, it goes in parentheses and is not italicized. For example, Turner, F. J. (2017). *Social work treatment: Interlocking theoretical approaches* (6<sup>th</sup> ed.). Oxford University Press.

Following are explicit examples that can serve as guides for you when writing your papers.

- Boston University School of Social Work:  
<http://www.bu.edu/ssw/files/2010/10/BUSSW-style-guide-6th-ed-April-13.pdf>
- Sample APA Paper Owl Purdue:  
[http://owl.english.purdue.edu/media/pdf/20090212013008\\_560.pdf](http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf)
- Son of Citation Machine Citing Support:  
<http://citationmachine.net/index2.php?reqstyleid=2&newstyle=2&stylebox=2>

## EXAMPLES OF APA ERRORS

- ❖ Missing comma after name and before year
  - Incorrect: (Dobson & Pewter 2013)
  - Correct: (Dobson & Pewter, 2013)
- ❖ Missing parenthesis
  - Incorrect: Many children in America are diagnosed with ADHD Dobson & Pewter, 2013.
  - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).
- ❖ Using *and* instead of & in a citation
  - Incorrect (Dobson and Pewter, 2013)
  - Correct: (Dobson & Pewter, 2013)
- ❖ Using “pp.” instead of “p.” to denote page.
  - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, pp. 5).
  - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Missing punctuation at the end of sentences when citing.
  - Incorrect: Many children in America are diagnosed with ADHD. (Dobson & Pewter, 2013)
  - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).

### Correct Citation Example:

*In-Text:* (Dobson & Pewter, 2013)

*Reference Page:* Dobson, J. H. & Pewter, W. P. (2013). Understanding writing for bachelor social work students. *Journal of American Health, 4*, 24-29.

- ❖ Using quotation marks without page number/paragraph information.
  - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013).
  - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Example of how to cite a class handout: (Be sure to use the hanging indent on your paper)
  - Rappaport, C. (2021). *The muscular system*. [Class handout]. SOWK 3305: Biological Foundations of Social Work Practice. Social Work Department, Texas A&M University-Central Texas: Killeen, TX.



- ❖ Example of how to cite a movie: (Be sure to use the hanging indent on your paper)
  - Cassavetes, N. (Director). (2002). *John Q.* [Motion picture]. New Line Cinema, Burg/Koules Productions, & Evolution Entertainment.
  - To obtain information for a movie citation, look up the movie on the internet and select the IMDb listing. Get the name of the director and the year at the beginning of the entry. Click on Full Cast and Crew, then on Company Credits to list the production companies (ignore the list of distributors, but be sure to list all of the production companies).

---

**Checklist to avoid some common errors using APA in papers**  
**Dr. Claudia Rappaport**

\_\_\_\_\_ **The title on the front page is repeated on the first page of the text of the paper, and both titles are exactly the same wording.**

\_\_\_\_\_ **Entire paper has to be in Times New Roman 12 font. You can't change font in title, on the front page, etc., to be decorative**

\_\_\_\_\_ **The front page can ONLY contain the page number, the title of the paper, your name, Department of Social Work and the name of the university, professor's name, and due date of assignment. Nothing else!!**

\_\_\_\_\_ **Every paragraph has at least five sentences.**

\_\_\_\_\_ **No contractions (isn't) are used anywhere in the paper unless quoting someone.**

\_\_\_\_\_ **There is no extra line space between paragraphs (to achieve this, go to page layout, then go to spacing and make sure that the spacing is set to 0").**

\_\_\_\_\_ **All paraphrasing from another source has an in-text citation, and the format would be like this: (Rappaport, 2021). If exact words are used from the source, then you also use quote marks and the page number is included in the in-text citation (the format would be: Rappaport, 2021, p. 2). If you are using more than one Rappaport handout for citations, you will have to use Rappaport 2021a, Rappaport 2021b, etc., and the letters will be assigned based on the titles of the handouts being in alphabetical order on your reference page.**

\_\_\_\_\_ **When writing a paper about an interview of a person, you use personal communication citations within the text of the paper. After every paragraph in which you summarize information given in the interview, your in-text citation will appear like this: (C. Rappaport, personal communication, August 1, 2021). THERE IS NO REFERENCE PAGE ENTRY FOR PERSONAL COMMUNICATION CITATIONS.**

**USES OF COMMAS AND OTHER COMMON PUNCTUATION/GRAMMAR ERRORS**

The following are some common uses of commas:

**Putting two sentences together, joined by *and*, *but*, or another linking word. Both parts have to have both a subject and a verb, or you don't need a comma.**

- Example: Martha went to the Laundromat, and she discovered that she forgot her money at home.
- Does NOT need a comma: Martha went to the Laundromat and discovered that she forgot her money at home.
- **Note: Two sentences can also be joined together by a semicolon without a connecting word.**
- Example: Martha went to the Laundromat; she discovered that she forgot her money at home.
- Example: I thought this was going to be complicated, but I was surprised; they listened and paid attention.

- **Note: Two sentences can also be joined together by a semicolon and a connecting word such as *however*, followed by a comma.**
- Example: Martha went to the Laundromat; however, she discovered that she forgot her money at home and had to make a return trip.

**Writing a list of objects, when no item of the list requires a comma within the item. If one item requires a comma, then the items have to be separated with semicolons instead of commas.**

- Example: Martha went to the store and bought apples, plums, oranges, and nectarines to make a fruit salad.
- Need to use semicolons instead: Martha went to the store and bought golden, delicious apples; purple, juicy plums; plump, navel oranges; and nectarines to make a fruit salad.

**Note: The above example with semicolons also illustrates another use of commas: When you are using more than one adjective to describe a noun (such as golden, delicious apples), the two adjectives need to be separated with a comma.**

**Separating the name of a city and the state in which it is located.**

- Example: I was born in San Antonio, Texas, in the year 1950.

**Separating a person's name and their relationship to another person, the name of a book and its author, etc.**

- Example: Her father, Burton Rappaport, was born in New York City in 1921.
- Example: Burton Rappaport, the father of Claudia Rappaport, was born in New York City in 1921.
- Example: Harper Lee's novel, *To Kill a Mockingbird*, is required reading in many schools.

**Separating a prepositional phrase at the beginning of a sentence from the remainder of the sentence.**

- Example: In case of a fire, you need to move quickly to the nearest exit.
  - **Note another grammar rule: Do not put the adverb in between *to* and *move* (i.e., do not say "you need to quickly move to the nearest exit"). Doing this is referred to as a split infinitive.** Just remember Shakespeare: It is "To be or not to be," not "To be or to not be."
- Example: From one social worker to another, you need to be on the lookout for signs of social work burnout.
- Example: During the depression of the 1930's, food was scarce and unemployment rates were high.
  - Question: Why do you not need a comma after scarce?
- Example: If you are not ready to calm down, I want you to go to your bedroom and think about why your behavior has not been appropriate.
- Example: Because she got paid a lot less this week, she was not able to give the landlord her rent.

**Note: If the prepositional phrase is in the middle of the sentence, it does not require commas.**

- Example: The hot air in the classroom made it very difficult to study.
- Example: She couldn't give the landlord her rent because she got paid a lot less this week.

**After using a single word to catch your attention at the beginning of a sentence; most commonly this will be done in conversation, not in formal writing.**

- Example: "Well," she said, "I guess I need to go ahead and start fixing dinner."
  - **Note another rule of grammar: Punctuation marks (commas, periods, exclamation points, question marks) always go INSIDE the quotation marks.**

- Example: Gosh, it is really hot today.
- Example: Hello, my name is Dr. Rappaport.
- Example: No, you can't have a cookie right now.
- Example: Yes, I heard what you said.
- Example: Unfortunately, one of the social work professors has decided to leave Tarleton.
- Example: However, you need to remember that I expect you to study hard for my tests.
- Example: John, did you have a question you wanted to ask?

**To add additional details to clarify a sentence; if you removed those additional details, you would still have a complete sentence.**

- Example: When I started college, something I had always dreamed of doing, I decided to major in social work.
- You could remove the phrase in the middle and still have a complete sentence: When I started college, I decided to major in social work. Why do you still need a comma there?

**When getting ready to quote a sentence – but only if you are really quoting the person's exact words, not paraphrasing.**

- Example: I wasn't saying, "How could you?" Rather, I wanted to know, "What were you thinking when you did that?"
- Example: Dr. Rappaport always said, "Be careful of using Spell Check as your only type of proof-reading on papers."
- Example of NOT using quotation marks: Dr. Rappaport always told us to be careful of using Spell Check as our only type of proof-reading on papers.

**Before adding a phrase starting with *which* or *whose* to add more details to the sentence.**

- Example: A major strength of the agency is the fact that each social worker uses a different approach, which allows them to complement each other's skills.
- Example: He is a millionaire now, which only goes to show how much a person can accomplish if he really sets his mind to it.
- Example: The crowd, whose patience had worn thin, was threatening to tear down the sign and instigate a riot.
- Example: The building, whose architect had won a national award, was one of the most popular tourist attractions in the city.

**To separate out parenthetical words from the rest of the sentence.**

- Example: Expensive items, however, will not be included in the auction.
- Example: Expensive items, of course, will not be included in the auction.
- Example: Expensive items, unfortunately, will not be included in the auction.
- Example: Expensive items, therefore, will not be included in the auction.

**Before a word like *also* or *too* or *as well* at the end of a sentence.**

- Example: We should plan to have another fundraiser before the end of the month, also.
- Example: He's quite good looking, too.

**Do not use a comma if the additional words identify the subject word and are not additional information.**

- The company rewards employees who work hard. (Do not put a comma if what you mean is that the company ONLY rewards employees who work hard. If ALL employees work hard and get rewarded, then put a comma: The company rewards its employees, who all work hard.)

**You usually do NOT use a comma before “because.”**

- Example: She was deeply ashamed because she was the only woman who failed the exam.

**You often do not need to use a comma after an introductory phrase that designates when something occurred.**

- Example: In about five minutes we are leaving for school.
- Example: In 2000 Dr. Rappaport came to teach at TAMUCT.

## **OTHER COMMON WRITING ERRORS**

**Capitalizing words that do not need capitals**

- Capital letters are used for proper nouns, people’s names, names of cities and states, etc. They are often used when they are not needed. For example:
  - I am a student in the Social Work Department at Tarleton State University-Central Texas. It is correct to capitalize social work here because it is in the name of a Department.
  - I want to be a social worker. You do not capitalize it here because it is not a proper noun.
  - My biggest supporter is Mother. You need to capitalize mother here because you are using it as a person’s name.
  - I live with my mother and my father. You do not capitalize them here because you are not using them as names.
  - I graduated from Alamo Heights High School. You capitalize high school here because it is the name of a specific high school.
  - I graduated from high school. You do not capitalize it here because it is not a proper noun. **Also note that you need the word “from”. I graduated high school is slang without the word from.**

**Confusing different forms of words that sound the same.**

- **Where:** I asked him where he was born.
- **Were:** There were 25 questions on the test.
- **Wear:** I asked him what he was going to wear to the interview.
  
- **Their:** These parents really love their children.
- **There:** There are too many students in this class.
- **They’re:** This is the contraction for “they are.” **Note: You usually do not use contractions in formal written work.**

**Two different forms for possessives:**

- **This is my parent’s house.** Use the apostrophe before the s only if it is ONE parent’s house. Both parents do not live in the house, or you only have one parent.
- **This is my parents’ house.** Use the apostrophe after the s if it is BOTH parents’ house. Both parents live in the house.
- **Parents are very important people.** You do not use any apostrophe because you are simply making a noun plural. Never use an apostrophe unless you are making a noun a possessive word (meaning it belongs to someone).