

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

50:910:352:01 The Effects of Oppression on Minoritized Groups

Master Syllabus Camden Spring 2023

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Office Hours: 8am – 8pm M-F (later and weekend hours available by appointment)

Course code: 50:910:352:01 Index: 16645

Dates: Thursday, 1/19/2023 – 4/27/2023

Time: 6:00 – 8:40 PM

Location: New Business School Room: BSB-117

1. Catalog Course Description

An analysis of the relationship between institutionalized practices and the risk factors associated with particular groups within our society will be explored. Contemporary groups, currently at risk for negative outcomes, will be discussed. For example: the older adults, retirees, veterans, persons with disabilities, refugees, women, minoritized groups and those participating in alternative lifestyles. Structural and environmental obstacles impeding the functioning of these groups will be explored.

2. Course Overview

This course addresses social work's mission to engage in sensitive practice and its ethical mandate to serve and advocate for the welfare of vulnerable and oppressed, and at-risk groups. It brings to the student's awareness critical concepts regarding diversity in families, in age, gender, sexual orientation, race and ethnicity in a pluralistic society. The significance of respect for diversity and cultural competence in the formation of collaborative relationships with clients and formulation of appropriate interventions is stressed. Service providers must have some understanding of the value systems, family interactions, role assignments, including parent-child relationships, religious practices, the impact of immigration and cultural adjustments, the extended family network, and the help-seeking patterns and behaviors of ethnic groups. Factors such as societal structures, various practice models agency systems, and barriers within the social worker (that may be expressed through implicit bias, micro aggressions, etc.) that may negatively affect access to resources and optimal development on the part of client populations will be discussed. Special attention will be directed to racism, sexism, classism, ageism, privilege and sexual orientation.

3. Place of Course in Program

Course 910:352 is open as an elective on a university-wide basis. It is required for all social work

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minors.

4. Program Level Learning Goals and the Council on Social Work Education's Social Work Competencies

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum.

These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 2: Engage Diversity and Difference in Practice;

5. Course Learning Goals

This course will increase students:

1 Knowledge and understanding of concepts necessary for recognition and appreciation of diversity; understanding and appreciation of the importance of the social worker's self-awareness and awareness of difference in order to actualize the profession's values, e.g., respect for the inherent dignity and worth of each person.

2. Sensitivity to the challenges and significance of racial and ethnic relations in the U.S. within the context of changing demographics and the profession's ethical mandate to promote social and economic justice.

3·Knowledge and understanding of social structures that create inequality; recognition of the impact of oppression on disadvantaged groups.

4·Basic knowledge necessary for the development of cultural competence, including the ability to assess the appropriateness of various frameworks and models of intervention used in providing services to minorities and other at risk populations.

5·Capacity to integrate the student's knowledge of diversity in race and ethnicity, class, age,

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sexual orientation and gender with learning in other courses within the curriculum and capacity to continue developing this knowledge through life.

6. Within the context of a supportive environment, capacity to identify, examine, and challenge some of one's own biases regarding minorities and other at-risk populations.

6. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

7. Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

8. Academic Resources

Library Research Assistance

Julia Maxwell is the social work librarian on the New Brunswick Campus jam1148@libraries.rutgers.edu p. 848-932-6124; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are available to meet with students.

Writing Assistance

Success in undergraduate education and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All New Brunswick BASW students are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Camden Campus

The Camden learning center provides writing assistance for BASW students on the Camden Campus: <http://learn.camden.rutgers.edu/writing-coaching>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 7th Edition. The Purdue OWL website also provide assistance with APA style

<https://owl.english.purdue.edu/owl/resource/560/01/>

Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

9. Office on Violence Prevention and Victim Assistance:

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **848.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs. /day, 7 days a week.

10. Active Shooter Resources:

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Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

11. Required Texts

The course readings will be open sourced and listed from week to week. **There are no texts required for this course.**

Other required readings can be accessed through the RU Libraries electronic reserve system at: <https://www.libraries.rutgers.edu/>. In the QuickSearch box on the Libraries homepage, type the Course NAME or the Course Number (Social Welfare Policy and Service 1 19:910:504) and select Course Reserves in the autofill drop down).

12. Course Requirements

It is expected that students will attend class sessions having read the assigned material and prepared for class discussion. Participation papers are required for each missed class after the first absence. If you miss more than 3 classes without a doctor's note your grade will be deducted by one letter grade. Missing more than 4 classes can result in the failure of the class. All assignments are to be completed by the scheduled due dates. All assignments are to be completed by the scheduled due dates. Extensions will only be granted in extreme circumstances and must be planned ahead of time with the professor.

13. Grading (Faculty/PTLs please note difference from MSW scale)

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+ = Acceptable work.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

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Grading Scale

A	90-100	C+	75-79
B+	85-89	C	70-75
B	80-84	F	Below 70

14. Attendance

Students are expected to attend all classes; that is, posting and completing work on time. If you expect to miss a class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Students are expected to complete any and all assignments each week including threaded discussions or reflection papers. The completion of these assignments are proof of your engagement and attendance in the course. Participation papers are required for each missed class after the first absence. If you miss more than 3 classes without a doctor's note your grade will be deducted by one letter grade. Missing more than 4 classes can result in the failure of the class. All assignments are to be completed by the scheduled due dates. Extensions will only be granted in extreme circumstances and must be planned ahead of time with the professor. If you are absolutely unable to attend class, must arrive late or depart early, notify the professor prior to being absent. Discerning what constitutes a true emergency is part of effective problem-solving. No distinction exists between an excused and unexcused absence, because all absences should have merit.

NOTE: Excused absences are counted as absences, even if for personal or medical reasons. If you miss a class, you are responsible for the missed class notes, homework assignments and instructions.

The course is a learning community and each student has a responsibility to engage in this process. Each student has a responsibility to others engaged in the process and is expected to treat other students with respect. It is assumed that you are preparing for a professional career path. Arriving to class on time and being prepared to do the work are part of the job. Your behavior in class communicates what you have learned about professionalism and what you will do on the job. Being in the class and doing the work are essential job skills and are part of being a professional.

Do not ask for an incomplete unless there are extreme circumstances. An incomplete grade will be given only if the following three conditions are met:

- The student is passing the course.
- The incomplete work can be completed without further class attendance.

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- The work is unfinished because of death in the family, personal illness, accident or other unavoidable circumstances directly related to the completion of the assignment. You must notify me as soon as the unanticipated circumstance develops.

15. Written Assignments

Participation	15 points
Attendance	15 points
Twitter Assignments	35 points
Intervention Paper	35 points

16. Course Evaluation

There will be two evaluations. At mid-term and at the end of the semester, feedback from students will be requested through the University’s anonymous evaluation system.

17. Policy on Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no

matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

18. **Disability Accommodation**

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>."

19. **Attendance/Participation Policy:**

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. Participation papers are required for each missed class after the first absence. If you miss more than 3 classes without a doctor's note your grade will be deducted by one letter grade. Missing more than 4 classes can result in the failure of the class. All assignments are to be completed by the scheduled due dates. Extensions will only be granted in extreme circumstances and must be planned ahead of time with the professor. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions... In addition, students are expected to take leadership roles in class discussions and exercises.

20. **COVID -19 community safety practices**

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

21. **Course Outline**

Session 1 Course Overview 1/19/23

Review of syllabus

Purpose of course

Twitter – use in class and assignments

Importance of language

Key concepts

Reading requirements

Read 3 peer reviewed articles (articles in eReserves) of your choosing and 3 non peer reviewed - articles (those linked in canvas and listed in the syllabus) each week

Be prepared to discuss those articles and the main points the authors are making

Session 2 Twitter - Becoming aware of different perspectives: How twitter can promote social justice 1/26/23

Reading

Knight Foundation, (2018). How Black twitter and other social media communities

<https://knightfoundation.org/features/twittermedia>

Anderson, M., Toor, S., Rainie, L., & Smith, A. (2018). Activism in the social media age.

<http://www.pewinternet.org/2018/07/11/activism-in-the-social-media-age/>

Bruns, A. & Hallvard, M. (2013). Structural layers of communication on Twitter. In Weller, Katrin, Bruns, Axel, Burgess, Jean, Mahrt, Merja, & Puschmann, Cornelius (Eds.) Twitter and Society. Peter Lang, New York, pp. 15-28.

A Note about Twitter

1. The non-scholarly / non peer reviewed articles are not intended to promote a particular viewpoint. This approach to learning is a way for students to hear the voices of the people in the community they are studying.
2. Some of the articles and the people you follow may have language that some feel is inappropriate. While some social justice /activist persons on Twitter send out tweets only about the issues at hand, others may interweave some personal content. If you find a person is too explicit feel free to block or mute and find a new person to follow for that group.
3. First person to follow should be @studentsgasping
4. A class group chat will be established through twitter. This group chat will be used to facilitate discussion about topics and to share tweets students feel are good sources of information. This group chat will also be used to give students an opportunity to gain participation points if they miss class.

Session 3 Conceptual Frameworks and isms 2/2/23

Sidanius, J., & Pratto, F. (1999). *Social dominance: An intergroup theory of social hierarchy and oppression*. Cambridge University Press: Cambridge, UK.

Burnette, C. E. (2016). Historical oppression and indigenous families: Uncovering potential risk factors for indigenous families touched by violence. *Family Relations*, 65(2), 354-368.

Diangelo, R. (2018). *White fragility: Why it is so hard for white people to talk about racism*. Beacon Press: Boston.

Oluo, I. (2018). *So you want to talk about race*. Seal Press: NY.

Kendi, I. X. (2016). *Stamped from the beginning: The definitive history of racist ideas in America*. Nation Books: NY.

Alina, M. (2015). On black feminist thought: Thinking oppression and resistance through intersectional paradigm. *Ethnic and Racial Studies*, 38(13), 2334-2340.

Gilson, S.F. & DePoy, E. (2002). Theoretical approaches to disability content in social work education. *Journal of Social Work Education*, 38(1), 153-165.

Key Terms

Stereotypes

Intersectionality

Race

Racism

Prejudice

Slur

Oppression

Marginalization

Erasure

Appropriation

Colonizer

Settler

Social construction

Session 4 Native Americans / Indigenous 2/9/23

Kenny, M.K. & Singh, G. K. (2016). Adverse childhood experiences among American Indian/Alaska Native children: The 2011-2012 national survey of children's health. *Scientifica*, 1-14.

Hopkins, R. (2018). How Foster Care Has Stripped Native American Children of Their Own

Cultures. Retrieved from

https://www.teenvogue.com/story/foster-care-has-failed-native-american-youth/amp?__twitter_impression=true

Brokie, T.N., Dana-Sacco, G., Wallen, G. R., Wilcox, H. C., & Campbell, J.C. (2015). The relationship of adverse childhood experiences to PTSD, depression, poly-drug use and suicide attempt in reservation based Native American adolescents and young adults. *American Journal of Community Psychology*, 55, 411-421.

Jones, S. E., Anderson, K., Lowry, R., & Connor, H. (2011). Risks to health among American Indian/Alaska Native high school students in the United States. *Preventing Chronic Disease*, 8(4), 1-10.

Libor, J. (2018). Study: American Indian women in Mpls. disproportionately drawing police attention. Retrieved from

<http://www.startribune.com/study-native-women-in-minneapolis-disproportionately-targeted-in-police-stops/474512523/>

The Counted: People killed by the police Retrieved from <https://www.theguardian.com/us-news/ng-interactive/2015/jun/01/the-counted-police-killings-us-database#>

Vickery, J. & Hunter, L. M. (2015). Native Americans: Where in environmental justice research? *Society & Natural Resources: An International Journal*, 29, 36-52.

Eggers, M. J., et al. (2018). Community engaged cumulative risk assessment of exposure to inorganic well water contaminants, Crow Reservation, Montana. *International Journal of Environmental Research and Public Health*, 15, 1-34.

Cantzler, J.M. & Huynh, M. (2016). Native American environmental justice as decolonization. *American Behavioral Scientists*, 60(2), 203-223.

Moore-Nall, A. (2015). The legacy of uranium development on or near Indian reservations and health implications rekindling public awareness. *Geosciences*, 5, 15-29.

Big Country, A. (2016). Non-natives are using this tribal law loop hole to rape Indigenous people Retrieved from <https://wearyourvoicemag.com/identities/race/tribal-loophole-rapists>

Pember, M. A., (2018). Ama and the legacy of the sterilization in Indian country. Retrieved from <https://rewire.news/article/2018/03/15/ama-legacy-sterilization-indian-country/>

Burnette, C.E. & Renner, L. M. (2017). A pattern of cumulative disadvantage: Risk factors for violence across Indigenous women's lives. *British Journal of Social Work*, 47, 1166-1185.

Radin, S. M., et al. (2015). Community perspectives on drug/alcohol use, concerns, needs, and resources in four Washington state tribal communities. *Journal of Ethnicity in Substance Abuse*, 14, 29-58.

Szlemko, W. J., Wood, J.W., & Thurman, P. J. (2006). Native Americans and alcohol: Past, present, and future. *The Journal of General Psychology*, 133(4), 435-451.

Sarche, M., Tafoya, G., Croy, C.D., & Hill, K. (2017). American Indian and Alaska Native boys: Early childhood risk and resilience amidst context and culture. *Infant Mental Health Journal*, 38(1), 115-127.

Burnette, C.E. (2015). Indigenous women's resilience and resistance to historical oppression: A case example from the United States. *Affilia: Journal of Women and Social Work*, 30(2), 253-258.

Cobb, N., Espey, D., & King, J. (2014). Health behaviors and risk factors among American Indians and Alaska Natives, 2000-2010. *American Journal of Public Health*, 104(53), 5481-5489.

Grayshield, L., Rutherford, J.J., Salazar, S. B., Mihecoby, A. L., & Luna, L.L. (2015). Understanding and healing historical trauma: The perspectives of Native American elders. *Journal of Mental Health Counseling*, 37(4), 295 - 307.

Weekly Assignment

Task for twitter - begin following people who identifies as Disabled in or having some form or type of disability You may use @VilissaThompson or @MrEugeneGrant as a point to begin by looking at who she follows but she cannot be part of the three people you choose.

Hashtags #DisabledAndCute , #actuallyautistic, #raisingawareness

Submit your twitter assignment to the dropbox on Wed before class at midnight

As you read tweets and follow individuals please be reminded they are individuals who come from a variety of contexts, be it personal perspective, tribe, area, socioeconomic status, etc. Therefore it is important not to generalize their experience from one Native American to another. This message should also be considered when reading about other groups.

Session 5 People who are Disabled 2/16/23

Reading:

Kruse, D. Schur, L. Rogers, S. & Ameri, M. (2017). Why do workers with disabilities earn less? Occupational job requirements and disability discrimination. *British Journal of Industrial Relations*. 1-37.

Winzer, M. & Mazurek, K. (2015). Exploring the social milieu of disability: Themes of poverty, education and labour participation. *Labor et Educatio*, 155-171.

Rivera Drew, J. A. (2015). Disability, poverty and material hardship since passage of the ADA. *Disability Studies Quarterly*, 35(3), 1- 15.

Brownridge, D. A. (2006). Partner violence against women with disabilities: Prevalence, risk, and explanations. *Violence against Women*, 12(9), 805-822.

Plummer, S-B., & Findley, P.A. (2012). Women with disabilities' experience with physical and sexual abuse: A review of the literature and implications for the field. *Trauma, Violence, & Abuse*, 13(1), 15-29.

Sobsey, D. & Mansell, S.A. (1994) Sexual abuse patterns of children with disabilities. *The International Journal of Children's Rights*, 2, 96-100.

Hassouneh-Phillips, D. & McNeff, E. (2005). "I thought I was less worthy": Low sexual and body esteem and increased vulnerability to intimate partner abuse in women with physical disabilities. *Sexuality and Disability*, 23(4), 227- 240.

Powell, R. (2018). For parents around the country, having a disability could mean losing custody of their kids. Retrieved from <https://rewire.news/article/2018/03/12/parents-around-country-disability-can-mean-losing-custody-kids/>

Erevelles, N. & Minear, A. (2010). Unspeakable offenses: Untangling race and disability in discourses of intersectionality. *Journal of Literary & Cultural Disability Studies*, 4(2) 127-146.

Vallas, R. (2016). Nearly half of all women in jail are disabled. The disproportionate impact of the criminal justice system on Americans with disabilities. Retrieved from <https://www.thenation.com/article/nearly-half-of-all-women-in-jail-are-disabled/>

Shaw, L. R., Chan, F., & McMahon, B. T. (2012). Intersectionality and disability harassment: The interactive effects of disability, race, age, and gender. *Rehabilitation Counseling Bulletin*, 55(2), 82-91.

Little People UK. (2018). Video on harassment of "little people" in the streets <https://twitter.com/LPUKOnline/status/967113869381570561>

Gordon, E. (2018). Doctors with disabilities push for culture change in medicine. Retrieved from <https://www.npr.org/sections/health-shots/2018/08/06/635414552/doctors-with-disabilities-push-for-culture-change-in-medicine>

Ted Talk

Young, S. (2014). I'm not your inspiration, thank you very much. Retrieved from

https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much/up-next

Task for twitter Assignment - begin following three people who identify as Overweight / Obese or Adiposity-Based Chronic Disease” (ABCD), “fat”. You may use @rgay as a point to begin by looking at who she follows but she cannot be part of the three people you choose

People to follow: @rgay @yrfatfriend

Hashtags: #FatShaming #FatAcceptance

Submit your twitter assignment to the dropbox on Wed before class at midnight

Session 6 People who are seen as Overweight / Obese 2/23/23

Your Fat Friend (2018). A draft agenda for fat justice Retrieved from <https://medium.com/@thefatshadow/a-draft-agenda-for-fat-justice-db878d93cd98>

Fehrman, G. (2018). The Midwest writers workshop scandal. Retrieved from <https://shar.es/an7KyD>

Andreyeva, T. Puhl, R.M., & Brownell, K. D. (2008). Changes in perceived weight discrimination among Americans, 1995-1996 through 2004-2006. *Obesity*, 16(5), 1129-1134.

Stevelos, J. (nd). Bullying: Bullycide and childhood obesity. Retrieved from <https://4617c1smqldcqsat27z78x17-wpengine.netdna-ssl.com/wp-content/uploads/Bullying-and-Bullycide.pdf>

Zeller, M.H., Reiter-Putill, J., Jemkins, T. M., & Ratcliff, M. B. (2013). Adolescent suicidal behavior across the excess weight status spectrum. *Obesity*, 21(5), 1039-1045.

Puhl, R. & Brownell, K. D. (2001). Bias, discrimination, and obesity. *Obesity Research*, 9(12), 788- 805.

Swami, V., Chan, F., Wong, V., Furnham, A. & Tovee, M. J. (2008). Weight - based discrimination in occupational hiring and helping behavior. *Journal of Applied Social Psychology*, 38(4), 968-981.

Phelen, S. M., Burgess, D. J., Yeazel, M. W., Hellerstedt, W. L., Griffin, J. M. & van Ryn, M. (2015). Impact of weight bias and stigma on quality of care and outcomes for patients with obesity. *Obesity Reviews*, 16, 319-326.

Dittman, M. (2004). Weighing in on fat bias. *American Psychological Association*, 35(1), page 60.

Davis-Coelho, K., Waltz, J., & Davis-Coelho, B. (2000). Awareness and prevention of bias against fat clients in psychotherapy. *Professional Psychology: Research and Practice*, 31(6), 682-684.

Franklin, J., Denyer, G., Steinbeck, K.S., Caterson, I. D., & Hill, A. J. (2006). Obesity and risk of low self-esteem: A statewide survey of Australian children. *Pediatrics*, 118(6), 2481-2487.

Wang, S.S., Brownell, K.D., & Wadden, T.A. (2004). The influence of the stigma of obesity on overweight individuals. *International Journal of Obesity*, 28, 1333-1337.

Puhl, R. M. & Heuer, C. A. (2010). Obesity stigma: Important considerations for public health. *American Journal of Public Health*, 100(6), 1019-1028.

Stevens, C. Ft on campus: Fat college students and hyper(in)visble stigma. *Sociological Focus*, 51(2), 130-149.

Stoneman, S. (2012). Ending fat stigma: Precious, visual culture, and anti-obesity in the “fat moment”. *Education, Pedagogy, and Cultural Studies*, 34(3-4), 197-207.

Davies, R., Lehman, E., Perry, A., & McCall-Hosenfeld, J. S. (2016). Association of intimate partner violence and health-care provider - identified obesity. *Women & Health*, 56(5), 561-575.

Task for twitter - begin following a people who identifies as a person who have been in prison or advocate for those imprisoned. You may use @prisonculture as a point to begin by looking at who she follows but she cannot be part of the three people you choose

People to follow: @prisonculture, @projectreturnTN, @laley_01, @hiddensentence
Hashtags: #prison #ReFramingJustice #prisonculture #stillnotfree

Submit your twitter assignment to the dropbox on Wed before class at midnight

Session 7 People who have been incarcerated 3/2/2023

Readings

Western, B. (2018). Homeward: Life in the year after prison. Russell Sage Foundation: New York. Chapter 3 p. 26-45.

Harding, D.D.J., Wyse, J.J.B, Dobson, C., & Morenoff, J.D. (2014). Making ends meet after prison. *Journal of Policy Analysis and Management*, 33(2), 440-470.

Willging, C. E., Nicdao, E. G., Trott, E.M., & Kellett, N. C. (2016). Structural inequality and

social support for women prisoners released to rural communities. *Women & Criminal Justice*, 26(2), 145-164.

Haney, C. (2001). The psychological impact of incarceration: Implications for post-prison adjustment.

Cobbina, J.E. (2010). Reintegration success and failures: Factors impacting reintegration among incarcerated and formerly incarcerated women. *Journal of Offender Rehabilitation*, 49(3), 210-232.

Turner, N. (2016). A home after prison retrieved from <https://www.nytimes.com/2016/06/21/opinion/a-home-after-prison.html>

Walshe, S. (2012). Served your time in prison and looking for a job? You're out of luck. <https://www.theguardian.com/commentisfree/2012/jul/25/prisons-job-homeboy-industries>

Brown, K. (2018). Women in prison are still waiting for their #MeToo movement. Retrieved from https://www.huffingtonpost.com/entry/opinion-brown-me-too-women-prisons_us_5ac28e1de4b00fa46f854abf?ncid=engmodushpimg00000004

Podcast

Episode 1 Grace Gamez and Jesse Merriman (2018). Retrieved from <https://reframingjustice.podbean.com/e/grace-gamez/> first 17 minutes

Twitter

People to follow: @loladavina

Hashtags: #sexworkernation #sexworkerrights #sexworker

Task for twitter - begin following three people who identify as a sex workers (may also identify as exotic dancer). You may use @thejessicaraven @loladavina as a point to begin by looking at who they follows but they cannot be part of the three people you choose

Submit your twitter assignment to the dropbox on Wed before class at midnight

Session 8 Sex workers 3/9/2023

Readings

Lyons, T, Krusi, A., Pierre, L., Kerr, T., Small, W, & Shannon, K. (2017). Negotiating violence in the context of transphobia and criminalization: The experience of trans sex workers in Vancouver, Canada. *Qualitative Health Research*, 27(2), 182-190.

WHO, UNFPA, UNAIDS, NSWP, World Bank, UNDP (2013). Implementing comprehensive

HIV/STI programs with sex workers: Practical approaches from collaborative interventions. Chp 2 Addressing violence against sex workers, p 20 - 39.

Andrade, E., Leyva, R., Kwan, MP, Magis, C., Stainez-Orozco, H., & Brouwer, K. (2018). Women in sex work and the risk environment: Agency, risk perception, and management in the sex work environments of two Mexico-US border cities. *Sexuality Research and Social Policy*, doi.org/10.1007/s13178-018-0318-0

Kurtz, S. P., Surratt, H.L., Kiley, M.C., & Inciardi, J.A. (2005). Barriers to health and social services for street - based sex workers. *Journal of Health Care for the Poor and Underserved*, 16, 345-361.

Amon, J.J., Wurth, M., & McLemore, M. (2015). Evaluating human rights advocacy on criminal justice and sex work. *Health and Human Rights*, 17(1), 91-101.

Baaryl, S.D., et al, (2014). Male sex workers: Practices, contexts, and vulnerabilities for HIV acquisition and transmission. *The Lancet*, 385, 260-273.

Fitzgerald, E., Elspeth, S., Hickey, D, & Biko, C. (2015). Meaningful work: Transgender experiences in the sex trade. 4-30

Decker, M. R., Nail, J.E., Lim, S, Footer, K., Davis, W., & Sherman, S. G. (2017). Client and partner violence among urban female exotic dancers and intentions for seeking support and justice. *Journal of Urban Health*, 94, 637-647.

Black Youth Project (2018). Yes, you do still need consent from former and current sex workers. Retrieved from <http://blackyouthproject.com/yes-still-need-consent-former-current-sex-workers/>

Kline, L. (2018). Porn stars try, but will never win the war against Airbnb <https://therooster.com/blog/porn-stars-will-never-win-the-war-against-airbnb>

Hatch, J. 2018). First congress took sex workers' websites. Now it's coming for their bank accounts. Retrieved from https://www.huffingtonpost.com/entry/human-trafficking-banking-bill-sex-workers_us_5b045577e4b0740c25e5efd1?ncid=engmodushpmsg00000004

McCombs, E. (2018). This bill is killing us: 9 sex workers on their lives in the wake of FOSTA. Retrieved from https://www.huffingtonpost.com/entry/sex-workers-sesta-fosta_us_5ad0d7d0e4b0edca2cb964d9

Survivors against SESTA Platforms which discriminate against sex workers Retrieved from <https://survivorsagainstsesta.org/platforms-discriminate-against-sex-workers/>

Twitter

People to follow: Asexual @AsexualityBlog @wrongaboutace Bisexual @bisexualindex @stillbisexual @BRC_Central @PansexualityOrg

Hashtags: #asexuality #ace #aromantic #stillbisexual #bisexuality #bisexualerasure #homophobia

Task for twitter - begin following three people who identify as asexual, pansexual, bisexual, gay, lesbian (you can choose a mixture of any of these groups to make your three). .You may use @ as a point to begin by looking at who they follows but they cannot be part of the three people you choose

Submit your twitter assignment to the dropbox on Wed before class at midnight

*******Spring break no class 3/16/2023*******

Session 9 Sexuality 3/23/2023

Asexual

MacNeela, P. & Murphy, A. (2015). Freedom, Invisibility, and Community: A Qualitative Study of Self-Identification with Asexuality. *Archives of Sexual Behavior*, 44, 719-812.

Kelly, K. (2015). Why we need mental healthcare without asexual erasure - and how to get there. Retrieved from <https://everydayfeminism.com/2015/07/asexual-erasure-mental-health/>

Tamar, (2015) Asexuality and black feminism. Retrieved from <https://medium.com/@tamarlly/asexuality-and-black-feminism-21cc1e3db573?platform=hootsuite>

Bisexuality

Ross, L.E., Salway, T., Tarasoff, L.A., MacKay, J.M., Hawkins, B. W. (2018). Prevalence of depression and anxiety among bisexual people compared to gay, lesbian, and heterosexual individuals: A systematic review and meta-analysis. *The Journal of Sex Research*, 55(4-5), 435 - 456.

Zane, Z. (2017). In the LGBT community bisexual people have more health risks. Retrieved from https://www.washingtonpost.com/news/soloish/wp/2017/09/25/in-the-lgbt-community-bisexual-people-have-more-health-risks-heres-what-could-help/?utm_term=.c4d5aa8737f3

Anxious Bisexual Activist (nd). The LG is failing bisexual people and its got to change. Retrieved from <https://earningmileage.wordpress.com/2018/01/17/the-lg-is-failing-bisexuals-its->

[got-to-change/](#)

Shering, L. (2018). Bisexual women are more likely to face abuse - and no one is asking why. Retrieved from <https://www.independent.co.uk/voices/bisexual-lgbt-pride-sexual-assault-violence-invisible-minority-survivors-a8435226.html>

Pansexuality

Sterzing, P. R., Gartner, R. E., Goldbach, J. T., McGeough, B. L., Ratliff, G. A., & Johnson, K. C. (2017). Polyvictimization Prevalence Rates for Sexual and Gender Minority Adolescents: Breaking Down the Silos of Victimization Research. *Psychology of Violence*. 1-12.

Wong, B. (2018). 9 things pansexual people want you to know https://www.huffingtonpost.com/entry/things-pansexual-people-want-you-to-know_us_5b328d99e4b0b745f17877cc

Gay and Lesbian

Blumenfeld, W. J. (2013). Heterosexism, in readings for diversity and social justice, Eds, Adams, Blumenfeld, et al. third edition.

Matthews, A.K., Breen, E., & Kittiteerasack, P. (2018). Social determinants of LGBT cancer health inequities. *Seminars in Oncology Nursing*, 34(1), 12-20.

Baume, M. (2018). Almost Half of Gay Male Couples Experience Intimate Partner Violence, Study Says: New insights shed light on just how pervasive abuse is among gay couples, and what can be done to help.

<https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.them.us%2Fstory%2Fgay-male-intimate-partner-violence-study&data=02%7C01%7C%7Cb24b2a868973450d803308d6016abe84%7Cb92d2b234d35447093ff69aca6632ffe%7C1%7C0%7C636697955295360723&data=bHpW595SgMaYoY8F6SGtR5xtQMqyOXbnzGaB5YZpZ7s%3D&reserved=0>

King, J. (2018). Lena Waithe's Comments about Her Haircut Say a Lot about the Gripping Power of Homophobia: The pressure to conform to gender ideals is hard to shed. Retrieved from <https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.teenvogue.com%2Fstory%2Flena-waithe-haircut-locs-comments-homophobia&data=02%7C01%7C%7C76bd5bfb0f1e46807fe008d601674cb3%7Cb92d2b234d35447093ff69aca6632ffe%7C1%7C0%7C636697940500435937&data=f477VI84JaLVwzfhffRkgOuCR6cjQQMglbMW1RSEoy8%3D&reserved=0>

Twitter

People to follow Sex and Gender: @interACT_adv , @Pidgejen , @SeanSaifaWall
@NonBinaryNet @prabhbob @transadvocate @janetmock @AydianDowling @Lavernecox
Hashtags: #intersex #endintersexsurgery #sayhername #nonbinary #Transisbeautiful

Task for twitter - begin following three people who identify as intersex, nonbinary, transgender either transmen or transwomen , transitioning .You may use @them as a point to begin by looking at who they follows but they cannot be part of the three people you choose

Submit your twitter assignment to the dropbox on Wed before class at midnight

Session 10 Sex and Gender 3/30/2023

Intersex

Dickens, M.B. (2018). Management of intersex newborns: Legal and ethical developments. *International Journal of Gynecology and Obstetrics*. Online 1-5.

4 intersex.org (nd). Argue #4intersex: Responses to Common Pro-Surgery Statements. Retrieved from <http://4intersex.org/wp-content/uploads/2018/07/4intersex-Common-Arguments-from-Doctors.pdf>

Littlefield, A. (2018). Intersex people want to end nonconsensual surgeries. Retrieved from <https://rewire.news/article/2018/08/13/intersex-people-want-to-end-nonconsensual-surgeries-a-california-resolution-is-their-warning-shot/>

Gallo, R. (2018). I didn't know I was intersex until I made a film about an intersex character <https://www.them.us/story/intersex-identity-film-ponyboi>

Non binary

Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & van Anders, S. M. (2018). The Future of Sex and Gender in Psychology: Five Challenges to the Gender Binary. *American Psychologist*. Advance online publication. <http://dx.doi.org/10.1037/amp0000307>

NBC News (2018) video of Raising 'theybies' letting kids choose their gender https://www.nbcnews.com/video/raising-theybies-letting-kids-choose-their-gender-1281053251894?cid=sm_npd_nn_tw_ma

Roc (2018). Excuse me sir oh you're a woman. Retrieved from <https://www.typedout.co/articles/excuse-me-sir-oh-you-re-a-womyn>

Trans

Alter, C. (nd). What trans men see that women don't
Retrieved from <http://time.com/transgender-men-sexism/?xid=tcoshare>

Burns, K. (2018). Navigating beauty standards as a trans woman is an impossible balancing act. Retrieved from https://www.allure.com/story/beauty-standards-transgender-women/amp?_twitter_impression=true

Virupaksha, H., Muralidhar, D., & Ramakrishna, J. (2016). Suicide and suicidal behavior among transgender persons. *Indian Journal of Psychological Medicine*, 28(6), online.

Allen, S. (2017). Why have there been so many trans murders this year? Retrieved from <https://www.thedailybeast.com/why-have-there-been-so-many-trans-murders-this-year>

Meyer, I.H., Brown, T.N.T., Herman, J.L., Reisner, S.L., and & Bockting, W.O. (2017). Demographic Characteristics and Health Status of Transgender Adults in Select US Regions: Behavioral Risk Factor Surveillance System, 2014. *American Journal of Public Health*, 107, 582-589.

Valencia, N. & Jason Morris, J. (2017). Transgender and 7 years old, a strong voice against Texas' 'bathroom bill'. Retrieved from

<https://www.cnn.com/2017/08/03/health/trans-youth-texas-bathroom-bill/index.html>

Flores, M.J., Watson, L.B., Allen, L.R., Ford, M., Serpe, C.R., Choo, P.Y., & Farrell, M. (2018). Transgender people of color's experiences of sexual objectification: Locating sexual objectification within a matrix of domination. *Journal of Counseling Psychology*, 65(3), 308-323.

Podcast

Episode 1 Grace Gamez and Jesse Merriman (2018). Retrieved from <https://reframingjustice.podbean.com/e/grace-gamez/> last 10 minutes - **transgender** individual who is incarcerated

Twitter

People to follow: @grollman @ava

Hashtags: #BlackTwitter #PicnicingWhileBlack #permitpatty

Task for twitter - begin following three people who identify as a person of color (gender does not matter). You may use @ava as a point to begin by looking at who they follows but they cannot be part of the three people you choose

Submit your twitter assignment to the dropbox on Wed before class at midnight

Session 11 Race 4/6/2023

Reisig, M.D., Bales, W.D., Hay, C., & Wang, X. (2007). The effect of racial inequality on Black male recidivism. *Justice Quarterly*, 24(3), 408-434.

Wildeman, C. & Wong, E. A. (2017). Mass incarceration, public health, and widening inequality in the USA. *Lancet*, 389, 1464-1474.

Franklin, A. J., Boyd-Franklin, N., & Kelly, S. (2006). Racism and invisibility: Race -related stress, emotional abuse and psychological trauma for people of color. *Journal of Emotional Abuse*, 6(2-3), 9-30.

Villarosa, L. (2018). Why America's Black mothers and babies are in a life or death crisis Retrieved from <https://www.nytimes.com/2018/04/11/magazine/black-mothers-babies-death-maternal-mortality.html>

NPR (2017). Black mothers keep dying after giving birth Retrieved from <https://www.npr.org/2017/12/07/568948782/black-mothers-keep-dying-after-giving-birth-shalon-irvings-story-explains-why>

Haskell, R. (2018). Serena Williams on motherhood, marriage, and making her comeback. Retrieved from <https://www.vogue.com/article/serena-williams-vogue-cover-interview-february-2018>

Gregory, A. & Roberts, G. (2017). Teacher Beliefs and the Overrepresentation of Black Students in Classroom Discipline. *Theory into Practice*, 56(3), 157- 194.

Dobbs, M. (2005). Youngest students most likely to be expelled <http://www.washingtonpost.com/wp-dyn/content/article/2005/05/16/AR2005051601201.html?noredirect=on>

O'Connell, H. A. (2018) Historical Shadows: The Links between Sundown Towns and Contemporary Black–White Inequality. *Sociology of Race and Ethnicity*, online 1-15.

Andres, E. (2017). The Green Book: The Black Travelers Guide to Jim Crow America Retrieved from <https://www.history.com/news/the-green-book-the-black-travelers-guide-to-jim-crow-america>

NAACP, (2018). Travel advisory to the state of Missouri. Retrieved from <http://www.naacp.org/latest/travel-advisory-state-missouri/>

Ziyad, H. (2018). Working through anti-Black ideas around HIV while my partner is HIV positive. Retrieved from <http://blakyouthproject.com/working-through-anti-black-ideas-around-hiv-while-my-partner-is-hiv-positive/>

Twitter

People to follow: [@kimmythepooh](#)

Hashtags: [#RepresentationMatters](#)

Task for twitter - begin following three people who identify as various race or ethnicities .You may use @as a point to begin by looking at who they follows but they cannot be part of the three people you choose

Submit your twitter assignment to the dropbox on Wed before class at midnight

Session 12 Race Continued 4/13/2023

Muslim / Islam / South Asian / Arab Americans/ Sikh

Davidson, L. (2014). Over 50% of Sikh children are bullied in school, simply because of their faith Retrieved from <https://mic.com/articles/85315/over-50-of-sikh-children-are-bullied-in-school-simply-because-of-their-faith#.kFdcrbn44>

Selod, S. (2015). Citizenship denied: The racialization of Muslim American men and women post-911. *Critical Sociology*, 41(1), 77-95.

Liang, C. T., Nathwani, A., Ahmad, S., & Prince, J.K. (2010). Coping with discrimination: The subjective well-being of South Asian American women. *Journal of Multicultural Counseling and Development*, 38, 77-87.

Latinx / Mexican American

Valenzuela, A., Garcia, E., Romo, H. & Perez, B. (2012). Institutional and Structural barriers to Latino/a Achievement. *Association of Mexican-American Educators (AMAE) Journal*, 6(3), 22-29.

Ayo', C., Valencia-Garcia, D., & Heajin Kim, S. (2017). Latino immigrant families and restrictive immigration climate: Perceived experiences with discrimination, threat to family, social exclusion, children's vulnerability, and related factors. *Race and Social Problems*, 9, 300-312.

Guadalupe, P. (2018). DACA is really helping young immigrants. But are they too afraid, unsure to renew? Retrieved from <https://www.nbcnews.com/news/latino/daca-really-helping-young-immigrants-are-they-too-afraid-unsure-n900866>

Asian

Youngbin Kim, P., Kendall, D. L., & Cheon, H-S. (2016). Racial microaggressions, cultural mistrust, and mental health outcomes among Asian American college students.

Yam, K (2018). Tread on twitter. Retrieved from <https://twitter.com/kimmythepooh/status/1030606408365027334>

Twitter

People to follow: @davidhogg111 @Emma4Change

Hashtags: #StonemanDouglas #GunControlNow

Task for twitter - begin following three people who identify as a person of color (gender does not matter). You may use @X as a point to begin by looking at who they follows but they cannot be part of the three people you choose

Submit your twitter assignment to the dropbox on Wed before class at midnight

Session13 Survivors of trauma 4/20/2023

Gracia, E. (2014). Intimate partner violence against women and victim - blaming attitudes of Europeans. *Bulletin: World Health Organization*, 92, 380–381.

Herman, J. (1992). Trauma and recovery: The aftermath of violence from domestic abuse and political terror. Introduction and Chapter 1.

Weideman, R. (2016). The Sandy Hook hoax: Lenny Pozner used to believe in conspiracy theories. Until his son's death became one. Retrieved from <http://nymag.com/daily/intelligencer/2016/09/the-sandy-hook-hoax.html>

White, D. (2015). Professor Faces Firing Over Belief Sandy Hook Was a Hoax Retrieved from <http://time.com/4154613/professor-faces-firing-over-belief-sandy-hook-was-a-hoax/>

Raphelson, S. (2018). Survivors of mass shootings face renewed trauma. Retrieved from <https://www.npr.org/2018/03/20/595213740/survivors-of-mass-shootings-face-renewed-trauma-from-conspiracy-theorists>

Ebbs, S. (2018). Social media blocks abuse of parkland shooting survivors <https://abcnews.go.com/Politics/social-media-blocks-abuse-parkland-shooting-survivors-online/story?id=53250460>

Levin, S. (2017). I hope someone truly shoots you. Retrieved from <https://abcnews.go.com/Politics/social-media-blocks-abuse-parkland-shooting-survivors-online/story?id=53250460>

Gorman, A. (2017). Las Vegas shooting victims struggle to afford mounting medical costs. Retrieved from <https://money.cnn.com/2017/10/25/pf/insurance/las-vegas-shooting-health->

[care/index.html](#)

Healy, J. (2018). They survived a massacre and then the lawyers started calling. Retrieved from <https://www.nytimes.com/2018/04/30/us/mass-shootings-lawyers.html>

Session 14 Random topics groups at risk 4/27/2023

Children in foster care

Anspach, R. (2018). The foster care to prison pipeline: What it is and how it works Retrieved from <https://www.teenvogue.com/story/the-foster-care-to-prison-pipeline-what-it-is-and-how-it-works>

Pilots

Dontinga, R. (2014). Pilots, flight crews face higher risk of skin cancer Retrieved from <https://www.cbsnews.com/news/pilots-flight-crews-face-higher-risk-of-skin-cancer/>

Flight attendants

Nierenberg, C. (2018). Why cancer rates are higher in flight attendants. Retrieved from <https://www.livescience.com/62913-cancer-risk-flight-attendants.html>

Construction workers

Dissell, (2017). Opioid overdose deaths: https://www.cleveland.com/metro/index.ssf/2017/11/opioid_overdose_deaths_which_j.html

Construction and fishing industries have highest opioid OD death rates
<http://www.wbur.org/commonhealth/2018/08/08/construction-fishing-jobs-opioid-overdose-deaths>

Hotel Housekeepers

Robb, A. (2014). Study: Hotel housekeepers are at great risk for sexual assault from guests. Retrieved from <https://newrepublic.com/article/119856/new-study-assess-sexual-harassment-hotel-workers>

Restaurant Industry

The Restaurant Opportunities Centers United Forward Together (2014). The glass floor: Sexual harassment in the restaurant industry. Retrieved from http://rocunited.org/wp-content/uploads/2014/10/REPORT_The-Glass-Floor-Sexual-Harassment-in-the-Restaurant-

[Industry2.pdf](#)