SUGGESTED READINGS (ANNOTATED)
Annotated Bibliography

BOOKS:
Blitz, L.V. and Greene, M.P. (2006). *Racism and racial identity: Reflections on urban*
practice in mental health and social services. **New York: Haworth Maltreatment and**
Trauma Press.

This book examines the emotional and psychological impact of racism, culture and identity in
treatment. The book's contributors address the "invisible" aspects of racism in therapy.

Brown, M. K. (1999). *Race, money, and the American welfare state*. **Ithaca: Cornell**
University Press.

Brown traces the history welfare from the New Deal through the dismantling of many programs
in the 1990s. He describes how today's racially stratified welfare system came to be.

Derman-Sparks, L. (1999). Teaching/learning anti-racism : A developmental approach.
New York: Teachers College Press.

This text offers a guide to help teachers and trainers create anti-racism curriculum for adults.

Finn, J. L. and Jacobson, M. (2003). *Just practice: A social justice approach to social work*.
Peosta, IA: Eddie Bowers Pub. Co.

This text, used for many social work courses, provides a social justice approach to social work.
Reflection and action exercises are included throughout the text.

Garcia, B. and Van Soest, D. (2006). *Social work practice for social justice: A Cultural*
competence in action guide for students. **Alexandria, VA: Council on Social Work**
Education.

This book is a tool to help social work students transform oppressive systems. The authors
provide definitions, analysis and exercises relating to concepts including racism and white
privilege.

Kivel, P. (2002). *Uprooting racism: How white people can work for racial justice.* **Gabriola**
Island, BC: New Society Publishers.

Uprooting Racism assists white people in understanding the history and contemporary effects of
racism and white privilege. Kivel approaches to strategically intervene against racism in
workplaces, institutions, public policy debates and everyday personal interactions.

Lieberman, R.C. (1998). *Shifting the color line: Race and the American welfare state.*
Cambridge, MA: Harvard University Press.

Liberman traces the interactions between race and the creation of social policy programs. He compares three programs: Old-Age Insurance, Aid to Dependent Children, and Unemployment Insurance.

Neubeck, K.J. and Cazenave, N.A. (2001). Playing the race card against America's poor. New York: Routledge.

Neubeck and Cazenave examine the role of racism in the creation of social welfare programs in the twentieth century.

Pewewardy, N. (2007). *Challenging white privilege: Critical discourse for social work education.* **Alexandria, VA: Council on Social Work Education.**

Pewewardy makes the case for social work education to examine the flip side of racism-white privilege. Through interviews and analysis with social work educators, she elucidates methods for eliminating racial oppression in the U.S.

Roberts, D. E. (2002). *Shattered bonds: The color of child welfare.* **New York: Basic   Books.**

Roberts describes the racial imbalance in foster care, the concentration of state intervention in certain neighborhoods, and the difficulty that poor and black families have in meeting state's standards for regaining custody of children placed in foster care.

Rothenberg, P.S.(Ed.). (2007). *White privilege: Essential readings on the other side of racism,* **2nd Ed. New York: Worth Publishers**

This collection of essays and articles is a resource on both the human cost of racism, and those who are harmed by it, but also explores how some groups benefit from racial bias.

ARTICLES
Clark, P., Buchanan, J., & Legters, L. (2008). Taking Action on Racial Disproportionality in the Child Welfare System. *Child Welfare, 87*(2), 319-334.

This article summarizes the efforts of efforts in King County (Washington State) to reduce disproportionality. These efforts included participation in the Breakthrough
Series Collaborative on Racial Disproportionality and implementation of benchmark hearings.

Cooper, A. (1997). Thinking the unthinkable: 'White liberal' defenses against understanding in anti-racist training. *Journal of Social Work Practice, 11*(2), 127-137.

This article discusses white students resistances to learning about antiracism and engaging in discussions about racism.

Derezotes, D., Richardson, B., King, C. B., Kleinschmit-Rembert, J., & Pratt, B. (2008). Evaluating multisystemic efforts to impact disproportionality through key decision points. *Child Welfare, 87*(2), 241-254.

Working in four communities, Casey Foundation/Center for the Study of Social Policy (CSSP) Alliance on Racial Equity have developed a Racial Equity Scorecard for measuring disproportionality at key decision points for use in impacting disproportionality in the child welfare system.

Hardy-Desmond, S., Langston, E. J., Pierce, D., & Reilly, T. (2001). Competent practice: Diversity, racism and heterosexism. *Innovate Practices With Vulnerable Children And Families.* **Dubuque, Iowa: Eddie Bowers Publishing.**

This chapter explains a model for working toward cultural competency in human service organizations. The model includes six steps for social workers and their agencies: see the problem in each case; review the options; evaluate available options; develop an action plan; implement trial intervention; and evaluate the outcome.

Hess, P. M., & Hess, H. J. (2001). Parenting in European American/white families. In Webb, N.B (Ed.), *Culturally diverse parent-child and family relationships: A Guide for social workers and other practitioners.* **(p. 307). New York: Columbia University Press.**

This chapter relates what and how European American values have become the norm in best practices in parenting and theories of child development. These European American values, including self-sufficiency, self-discipline, work, and privacy can perpetuate racism when accepted as the norm for parenting without an awareness of culture. Many European Americans are averse to viewing themselves as part of the white race because of the associations with privilege and oppression.

Hines, A. M., Lemon, K., Wyatt, P., & Merdinger, J. (2004). Factors related to the disproportionate involvement of children of color in the child welfare system: A review and emerging themes. *Children and Youth Services Review, 26*(6), 507-527.

Disproportionality can not be attributed to one cause, rather a number of interrelated factors. The four areas the authors discuss are: (1) parent and family-related risk factors and CWS involvement; (2) social factors related to poverty, neighborhood effects and other community-related predictors of children of color entering and staying in the CWS; (3) race and class biases in initial reporting and subsequent processing of children in the CWS, and (4) the impact of recent child welfare policy initiatives on children of color.

McMahon, A., & Allenmeares, P. (1992). Is social-work racist?- A content analysis of recent literature. *Social Work, 37*(6), 533-539.

This study analyzed 117 articles on Asian Americans, African Americans, Hispanic Americans, and Native Americans published in the 1980s in four major social work journals. The study concluded that most of the literature on social work practice with minorities does not address social context. The authors advocate for a more antiracist stance from the profession.

McRoy, R. G. (2008). Acknowledging disproportionate outcomes and changing service delivery. *Child Welfare, 87*(2), 205-210.

The article reports on disparities in child welfare and foster care with particular focus on African American children. Recommendations include: developing collaborations with other organizations, involving cultural brokers, bringing together decision makers from different disciplines, and using culturally sensitive assessment tools change practices.

McRoy, R. (2004). The color of child welfare. In Davis, K. E. and Bent-Goodley, T.B. (Ed.), *The Color of social policy* (pp. 81). Alexandria, VA: Council on Social Work Education.

This chapter provides a historical overview of how child welfare has specifically impacted children of color as well as a contemporary analysis of race and social policy.

Miller, J., & Garran, A. M. (2007). The web of institutional racism (Reprinted from Racism in the United States, Implications for social work practice, 1st Edition). *Smith College Studies in Social Work, 77*(1), 33-67.

This article identifies major forms of institutional racism in the United States and how institutional oppression prevents economic, social, and political mobility for people of color. The authors discuss the implications of institutional racism and white privilege on the field of social work.

Miller, J., Hyde, C. A., & Ruth, B. J. (2004). Teaching about race and racism in social work: Challenges for white educators. *Smith College Studies in Social Work, 74*(2), 409-426.

This paper identifies challenges for white educators face when teaching about race and racism. Strategies are offered to help white instructors create meaningful learning environments for all students.

Miller, O. A., & Ward, K. J. (2008). Emerging strategies for reducing racial disproportionality and disparate outcomes in child welfare: The results of a national breakthrough series collaborative. *Child Welfare, 87*(2), 211-240.

The Breakthrough Series Collaborative (BSC) methodology uses an analysis of structural racism and potential system bias to engage public child welfare agencies in a process to reduce racial disproportionality and disparate outcomes.

Perry, R., & Limb, G. E. (2004). Ethnic. *Children and Youth Services Review, 26*(10), 965-979.

This research examines data from 4813 public-child-welfare workers throughout California and finds that American-Indian, Hispanic/Latino(a), Caucasian, and Asian-American child-welfare workers are more than two times more likely to have caseloads with a high percentage of clients who match their race/ethnicity than workers self-identified as another race/ethnicity.

Rivaux, S. L., James, J., Wittenstrom, K., Baumann, D., Sheets, J., Henry, J., et al. (2008). The Intersection of race, poverty, and risk: Understanding the decision to provide services to clients and to remove children. *Child Welfare, 87*(2), 151-168.

This article discusses disproportionality in the foster care system, and finds that African American families are offered fewer services than white families. While poverty is sometimes found to be the cause of disparity, how assumptions about race and poverty relate to risk also needs to be considered.

Roberts, D. E. (2008). The racial geography of child welfare: Toward a new research paradigm. *Child Welfare, 87*(2), 125-150.

This article discusses the problems associated with highly concnentrated child welfare involvement in African American neighborhoods including: interference with parental authority, damage to children's ability to form social relationships, and distrust among neighbors. The researchers also found a tension between the families' experiences of negative consequences of child welfare involvement and the neighborhood's reliance on agency involvement for needed financial support.

Rodenborg, N. A. (2004). Services to African American children in poverty: Institutional discrimination in child welfare? *Journal of Poverty, 8*(3), p. 109-130.

This study looks at whether poor children and families receive services to meet the conditions of poverty and whether service delivery impacts African American and Caucasian children equitably. Rodenborg finds African American children fare worse on all indicators. Indirect institutional discrimination is suggested.

Schiele, J. H. (2007). Implications of the equality-of-oppressions paradigm for curriculum content on people of color. *Journal of Social Work Education, 43*(1), 83-100.

This article explores how the equality-of-oppressions paradigm in social work education results in educational content on people-of-color being diminished. The article also proposes a model of differential vulnerability to help prioritize different forms of oppression important to social work education.

Schmitz, C. L., Stakeman, C., & Sisneros, J. (2001). Educating professionals for practice in a multicultural society: Understanding oppression and valuing diversity. *Families in*

Society, 82(6), 612-622.

This article emphasizes the importance of learning about history in order to appreciate differing cultures as well as recognize the consequences of historical oppression. The authors present a model to guide this learning.

Williams-Gray, B. (2001). A Framework for culturally responsive practice (Ed. Webb, N.B.). In *Culturally diverse parent-child and family relationships: A guide for social workers and other practitioners*. New York: Columbia University Press.

The author provides guidelines for culturally sensitive practice when addressing cases involving discipline, child abuse, domestic violence, and substance abuse. Among other suggestions, he recommends that social workers examine their own values and recognize that their worldview is one of many perspectives.

Williams-Mbengue, N., & Christian, S. (2007). The Color of Care. *State Legislatures, 33*(4), 30-32.

The article articulates the impact of race on child welfare systems in the U.S. The report suggests that the overrepresentation of minority children in the child welfare system is a result of poverty and its related social problems rather than racial issues. Suggestions for improving child welfare programs include hiring of more diverse staff, promotion of family group conferencing and staff training on cultural issues.

Woldeguiorguis, I. M. (2003). Racism and sexism in child welfare: Effects on women of color as mothers and practitioners. *Child Welfare, 82*(2), 273-288.

This article focuses on how racism and sexism influence decision-making in child protective services. The article relates a case of a mother involved with CPS and the experience of a CPS practitioner who is a woman of color. The article proposes practice and policy questions for communities to discuss.