I. Catalogue Description
This course prepares students for generalist social work practice in a multicultural society and implications are drawn for social policy.

II. Course Description
This course prepares students for generalist social work practice in a multicultural and inequitable society. This course privileges an ecosystems perspective to social work and places emphasis on understanding how racial and ethnic categorization, but especially institutionalized racism and oppression impact the lived experiences and life chances of persons and groups within American society. Under current social welfare policy, the perception and the reality of the gender and race of the recipients shape both social policy and social work practice. Toward these goals, we shall examine how racial categories differ from ethnic groups, how racial classification powerfully organizes peoples’ identities and experiences, privileges and opportunities in the U.S., and how racial oppression intersects with other forms of oppression, such as those along class, gender, sexual orientation, language, and citizenship lines, to maintain durable inequalities in and across U.S. social and economic institutions. By the end of this course, students will gain a more critical understanding of racial and ethnic identification (an opportunity to explore their own racial identity). Students will come to a deeper understanding of how the history of racial inequity and oppression in the U.S. currently impacts lives of marginalized groups and individuals. This information and understanding will support critical thinking and understanding of the need for anti-racist/anti-oppressive social work practice in collaborative work toward social justice.

III. Course Competencies and Practice Behaviors
Successful completion of this course implies that students will have progressed towards achieving the core social work competencies by demonstrating the following behaviors:

<table>
<thead>
<tr>
<th>Competencies Addressed In Course</th>
<th>Practice Behaviors Addressed In Course</th>
<th>Assignment(S) Measuring Behavior</th>
</tr>
</thead>
</table>

1
<table>
<thead>
<tr>
<th>2.1.1: Identify as a social worker and conduct one-self accordingly.</th>
<th>1. Advocate for client access to the services of social work 2. Attend to professional roles and boundaries 3. Demonstrate professional demeanor in behavior, appearance and communication</th>
<th>~ 1st &amp; 3rd Critical Analysis Papers; ~ 2nd &amp; 3rd Critical Analysis Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice 2. Make ethical decisions by applying standards of the NASW 3. Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>~ 2nd &amp; 3rd Critical Analysis Papers;</td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>1. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. 2. Analyze models of assessment, prevention, intervention and evaluation. 3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</td>
<td>~ 2nd Critical Analysis Paper ~ 2nd Critical Analysis Paper ~ 2nd &amp; 3rd Critical Analysis Paper;</td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 2. View selves as learners and engage those with whom they work as informants.</td>
<td>~ 2nd &amp; 3rd Critical Analysis Paper; ~ 3rd Critical Analysis Paper; ~ 1st &amp; 3rd Critical Analysis Papers;</td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>1. Understand the mechanisms of oppression and discrimination. 2. Engage in practices that advance social and economic justice.</td>
<td>~ 1st, 2nd &amp; 3rd Critical Analysis Papers; ~ 3rd Critical Analysis Paper</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>1. Use research evidence to inform practice.</td>
<td>~ 2nd Critical Analysis Paper</td>
</tr>
<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>1. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>~ 2nd Critical Analysis Paper</td>
</tr>
<tr>
<td>2.1.10a: Engage with individuals, families, groups, organizations and communities.</td>
<td>1. Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>~ Case studies on service delivery efforts with different population groups</td>
</tr>
<tr>
<td>2.1.10b: Assess individuals, families, groups, organization and communities.</td>
<td>1. Develop mutually agreed-on intervention goals and objectives. 2. Select appropriate intervention strategies.</td>
<td>~ Case studies; ~ Case studies; 3rd Critical Analysis Paper</td>
</tr>
<tr>
<td>2.1.10c: Intervene with individuals, families, groups, organizations and communities.</td>
<td>1. Initiate actions to achieve organizational goals.</td>
<td>~ Case Studies; 3rd Critical Analysis Paper</td>
</tr>
</tbody>
</table>
IV. Course Content

Week 1: Saturday, June 3rd
Introductions, Expectations, Syllabus
Topic: Cultural Humility

Required Readings


Week 2: Saturday June 10th
Topic: Systems of Oppression

Readings


Week 3: Saturday June 17th
Topic: Systems of Power and Privilege

Readings

Week 4: Saturday, June 24th
Topic: Intersectionality
Critical Reflection Paper due

Readings
- Constantine, M. 2002. The intersection of race, ethnicity, gender, and social class in counseling: Examining selves in cultural contexts. 210

Week 5: Saturday July 8th
Topic: Intra/interpersonal Processes
Readings:
- Rubin, L. “Is this a White Country or What?” In Andersen/Collins, 133-140.

Week 6: Thursday July 15th
Topic: Institutional & Systems Processes
Readings:

Week 7: Saturday July 22nd
Topic: Immigration and Transnationalism
Readings:
- Kimmel, Michael S. “Globalization and its (Mal)econtents: The Gendered Moral and Po-

- Ibarra, A. 2015 Mexican mass labor migration in a not so changing political economy 15: 211-233
- Kawar, M. 2004 Gender and Migration. Why are women more vulnerable? 71-87

Week 8: Saturday July 29th

Topic: Movements, Ideas, Ideals and Recommendations

  http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/
- Christens, B. 2016 Community Organizing
- Movement Intersectionality. In Andersen/Collins, p. 474-483

V. Text and Reading Material for the Course

Text

Other Readings: Additional required readings will be available on Learn@UW

VI. Evaluation of Competencies & Practice Behaviors: Assignments, Grading, and Methods

Grading Scale: Points earned on each assignment and your final grade will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>below expectations in all areas</td>
</tr>
<tr>
<td>F</td>
<td>&lt;64</td>
<td>fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Factors</th>
<th>Date Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance</td>
<td>Ongoing</td>
<td>5</td>
</tr>
</tbody>
</table>
Assignments

1. **Lecture and Discussion Group Preparation and Attendance**

   In order to engage in meaningful learning students will be asked to participate in small and large group discussions, as well as, lead the class in discussion around required readings. Twice during the semester, each student (along with 3 or 4 other students assigned to that day) will help introduce and initiate the broader class discussion of the current week’s lecture and readings. There is no requirement for group preparation here, each student will prepare and be evaluated individually. The instructor will give a list the first day of class assigning each student the dates they will need to present, all readings are available at learn@UW. Each student can earn up to 10 points per designated opportunity, and 20 points total.

   Use these guidelines to help you think about the analyze and discuss the readings:
   - what portions of the readings resonated for you?
   - what questions rose from the reading which the class could discuss?
   - how will/can you apply the readings to your personal practice as a social worker?
   - what are the implications to the social work profession as a whole?

2. **Critical Reflection Paper (1 of 3) - Due date June 24th**

   Over the course of the semester, you will be required to write (2) Critical Analysis papers based on readings and course materials. These papers will be due no later than the beginning of class on the day they are due. You can earn up to 25 points for each paper.

   A rubric for reflection paper will be provided in class and online

3. **Critical Analysis Paper (2 of 3) - Due date July 12th.**

   For this paper, you will be asked to evaluate the cultural awareness and humility of an agency, school, or other institution. This paper is due no later than the beginning of class on the day they are due. You can earn up to 25 points

   A rubric for reflection paper will be provided in class and online

4. **Social Justice - Reflection Paper (3 of 3) - Due date July 30th**

   You will need to analyze a recent issue in society and reflect about it. 25 points

   A rubric for reflection paper will be provided in class and online
VII. Course Polices

Attendance

Students are expected to attend class. Attendance will be taken periodically at the beginning of class. Un-excused absences may affect your grade. Loss of one letter grade will occur after 3 un-excused absences, 2 letter grades after 6 un-excused absences. You must take responsibility for contacting the instructor prior to class if you are ill, etc., and will not be able to attend class.

Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.

Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.

Inclement Weather Policy

- If there is inclement weather, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
- If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
- If classes are cancelled students will be informed via email of what they may need to do to engage in course materials remotely for that class session.

Late Assignment Policy

The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

Reading Assignments

You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy

All written assignments are to be either typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.
Grading Questions

The grades you receive on assignments will be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (especially, organization, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to you, you should bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to your TA, who will give your concerns fair and careful attention.

Accommodations

Those students requiring accommodation for meeting class expectations, as approved by the McBurney Center, must provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) in the first week of the semester. Please contact the McBurney Center at www.mcburney.wisc.edu; Email at mcburney@odos.wisc.edu; Phone at 608-263-2741; NEW--reach by text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

Student Behavior Policy

In order to learn, we must be open to the views of people different from ourselves. Each voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow other opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.

Use of Technology in the Classroom

To learn, you must be respectful to your classmates, teaching assistant and instructor by using technology appropriately in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops for anything other than taking lecture notes.

Code of Ethics, Professional Conduct & Plagiarism

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation, of course assignments.

Plagiarism

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14: http://www.students.wisc.edu/doso/docs/UWS14.pdf

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html