I. Course Description

This course prepares students for generalist social work practice in a multicultural society. It
discusses Afro-Americans, Hispanics, American Indians, and Asian Americans, and implications
are drawn for social policy.

Attributes and Designations: This course counts toward 50% graduate coursework requirement.

Requisites: Must be a Social Work or Social Welfare Major

How credit hours are met: This class meets for one 115 class period each week over the spring
semester and carries the expectation that students will work on course learning activities (read-
ing, writing, studying) for about four hours out of classroom. The syllabus includes additional
information about meeting times and expectations for student work.

II. Course Overview

This required course is part of the Human Behavior and Social Environment sequence in the
Generalist Practice curriculum. 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. Learning Outcomes: Competency Descriptions and Dimensions

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measure through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

Week 1: Tuesday, January 23rd
Introductions, Expectations, Syllabus
Topic: Cultural Humility

Required Readings

Week 2: Tuesday January 30th
Topic: Systems of Oppression

Readings
Week 3: Tuesday February 6th
Topic: Historical Processes

Readings

Week 4: Tuesday, February 13th
Topic: Systems of Power and Privilege

Readings

Week 5: Tuesday February 20th
Topic: Intersectionality Part 1
Critical Reflection Paper due

Readings

Week 6: Tuesday February 27th
Topic: Intersectionality Part 2

Readings
- Constantine, M. 2002. The intersection of race, ethnicity, gender, and social class in counseling: Examining selves in cultural contexts. 210
- Coston, B.M. and Kimmel, M. 2012 “Seeing Privilege Where It Isn’t: Marginalized Masculinities and the Intersectionality of Privilege.” In Andersen/Collins 179-186

Week 7: Tuesday March 6th
Topic: Intra/interpersonal Processes
Readings:
- Jolls, C. 2006 The Law of Implicit Bias. 94 (4). 969-996
- Devine, P. 2012 Long-term reduction in implicit race bias: A prejudice habit breaking intervention. 48 (6) 1267-1278

Week 8: Thursday March 13th
Topic: Institutional & Systems Processes – Part 1
Readings:
- Perez, L 2014 Racial micro aggressions as a tool for critical race research. 297-320

Class Group Activity:
“When Race Tips the Scales in Plea Bargaining.” (reading and information provided in class)

Week 9: Tuesday March 20th
Topic: Institutional & Systems Processes – Part 2
Critical Analysis Paper due

Readings:
- Magnus, L 2016 Crime, the Criminal Justice System, and Socioeconomic Inequality 30(2) 103-126

Week 10: Tuesday March 27th
Spring Break – No Class

Week 11: Tuesday April 3rd
Topic: Migration and Transnational Living
Readings:
- 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 12: Tuesday April 10th
Topic: Social and Racial Justice
Readings:


Week 13: Tuesday April 17th
Topic: Community Organizing, Development and Coalition Building
Readings:

- Benner, C. Collaboration, Conflict, and Community Building at the Regional Scale.
- Christens, B. 2016 Community Organizing

Week 14: Tuesday April 24th
Topic: Activism and advocacy
Readings:

- Tantrum, S. Undocumented Immigrants and Policy Advocacy: Reasserting the Activist Roots of Social Work

Week 15: Tuesday May 1st
Topic: Movements, Ideas, Ideals and Recommendations


Tuesday May 4th
Final (Social Justice) Paper Due

V. Text and Reading materials

Text
(The text is available to rent or purchase online and on reserve in the Social Work Library)

Other Readings and Course Website: Additional required readings will be available on https://canvas.wisc.edu/courses/87709
VI. Evaluation: Assignments, Grading, and Methods

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

- **A** 94-100 outstanding; surpasses expectations in all areas
- **AB** 88-93 surpasses expectations in many areas
- **B** 82-87 meets expectations in all areas
- **BC** 76-81 meets expectations in some areas; below in others
- **C** 70-75 below expectations in most areas, not acceptable graduate work
- **D** 64-69 below expectations in all areas
- **F** <64 fails to meet minimal expectations in all areas, not acceptable work

<table>
<thead>
<tr>
<th>Evaluation Factors</th>
<th>Date Due</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Attendance</td>
<td>Ongoing</td>
<td>5</td>
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<tr>
<td>2. Class Participation - Facilitated discussion</td>
<td>Ongoing</td>
<td>20</td>
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<tr>
<td>3. Critical Reflection Paper</td>
<td>Feb 20th</td>
<td>25</td>
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<tr>
<td>4. Critical Analysis Paper</td>
<td>April 3rd</td>
<td>25</td>
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<tr>
<td><strong>Total Points</strong></td>
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<td>100</td>
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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 is 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 Papers**

(1) **Critical Reflection Paper (1 of 3) - Due date Feb 20th**

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.
The first Critical Reflection Paper should not be less than 4 pages nor more than 5 pages, and you can earn up to 25 points for this first paper.

For this assignment you should choose one reading from the syllabus – anything assigned in the syllabus between January 19 and February 9. In the paper, you should formally and critically evaluate (not simply summarize) what you have read and respond with your own perspective by discussing the following:

- What is the main point of the text? (5 points)
- What insight did you gain about people’s lives from this reading? (5 points)
- What issue(s) about race or ethnicity did the material raise for you as the reader? (5 points)
- Overall, how would you (not the author), explain any implications for social work practice or policy based on this reading? Be specific. (10 points)

(2) Critical Analysis Paper (2 of 3) - Due date April 3rd.
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

Option A
Consider an organization where you have in the past or are currently working as an employee, intern or volunteer. This should be an organization or agency which serves individuals or families in low income or marginalized communities. This can either be direct service, such as working in a soup kitchen, homeless shelter, or legal advocacy clinic, or it can involve working on social change issues with an advocacy organization.

You are to submit a five-to-seven-page, double-spaced typed paper which address the following points:

- Describe the setting that you are using for this assignment (type of agency, who it serves, and what types of services the agency provides).
- Describe your role in the agency (volunteer, field placement assignment, or job role).
- Identify any issues that you see with respect to potential bias in agency operations or service paradigms, or any discrimination, blaming the victim, or disempowerment of clients. (5 points)
- Discuss the ways in which your observations fit with accounts noted in the literature. Be sure to draw from at least three (3) sources covered by the required reading, and at least one (1) outside sources to support your discussion. (10 points)
• Based on your consideration of class discussions and reading suggest ways to:
  
  (a) improve access or services
  (b) respond to bias and discrimination in the agency or organization
  (c) help agency staff develop ways to support people experiencing discriminatory treatment and dealing with system of inequality. (5 points)

Clarity and depth of thought - (5 points)

Option B

Consider your future in social work. This option calls for a reflective analysis of your previous ideas about race and inequity, current learning and future application of that learning.

• Reflect on your own ideas about race, ethnicity and systems of power and inequality. - (5 points)
  
  ▪ From your past, where did your ideas about these issues come from?
  ▪ How have your life experiences influenced your views on these issues?

• What new learnings and insight have you gained about systems of power and how marginalized people live within such systems that changed those previous views. Talk about how your understanding of these issues have changed from what you were taught or what you understood before. Be sure to draw from at least three (3) sources covered by the required reading, and at least one (1) outside sources to illustrate your discussion - (10 points)

• Describe how these insights will inform your future social work practice. How will you interact with and relate to people? How will your better understanding of their lives and experiences help you support them in their goals and plans? - (5 points)

• Clarity and depth of thought - (5 points)

(3) Social Justice - Reflection Paper (3 of 3) - Due date May 4th

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

Choose an interesting and pertinent news story (attach or link) that illustrates an issue(s), event, or policy relevant to the issues we discussed in class this semester.

First, you will analyze and evaluate a recent event or issue happening in society (news, newspaper article) that calls for an analysis of how systems of inequality or inequity based on race class or gender or sexual orientation impacts or precipitates the event or issue. read and analyze or Second, by pointing out the issue of systemic inequality that
you find, please elaborate with what you have learned in the course. The questions below are required to be answered in this process:

1. Describe the issue(s), event, or policy you want to focus on (one or more) (5 points)
2. Where does the inequity or discrimination show up in the situation? (5 points)
3. How are people impacted (whether with discrimination or privilege)? (5 points)
4. Does the writer or presenter of the story focus on or describe any of the issues you see as relevant to structural inequality. (5 points)
5. As a social worker how might you encounter individuals and families who have been impacted by the issues raised by the issue, event, or policy you focus on here? (5 points)

Format:
The body of the paper is 3-4 pages maximum (not counting cover and reference pages). Your paper should be well organized with an introduction and conclusion, as well as written concisely with depth and a critical approach to the material. Use at least 3 citations from our reading or from other sources.

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](http://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](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](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](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
## APPENDIX A

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<th>Competencies and Description</th>
<th>Course Content Relevant to Dimensions that Comprise the Competency*</th>
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<td>Critical Analysis Paper (K,V,S)</td>
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<td>Lecture, discussion (K,V,S)</td>
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<td>Cultural Humility</td>
<td>Week 1</td>
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<td>Interpersonal Processes</td>
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<td>Lecture and Discussion (K,V, C&amp;AP)</td>
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<td>Systems of Oppression</td>
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<td>Historical Processes</td>
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<td></td>
<td>Lecture and discussion (K,V,C&amp;AP)</td>
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<td>Intersectionality</td>
<td>Week 5 &amp; 6</td>
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<td></td>
<td>Intra/interpersonal Processes</td>
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<td></td>
<td>Institutional and Systems Processes</td>
<td>Week 9</td>
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### 2.1.3: Advance Human Rights and Social, Economic and Environmental Justice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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<td>Class discussion (K, V, S, C&amp;AP)</td>
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<tr>
<td>Cultural Humility</td>
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<tr>
<td>Intersectionality</td>
<td>Weeks 5 &amp; 6</td>
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#### Lecture, Discussion, and Reading (K, V, C & AP):

- Systems of Oppression
- Historical Process
- Systems of Power and Privilege

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<tr>
<th>Critical Analysis Paper (K, V, S, C&amp;AP)</th>
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<tr>
<td>Class participation and presentation as assigned (K, V, S, C&amp;AP):</td>
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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes*