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 minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for approximately four hours out of classroom each week. 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

All readings are available on CANVAS. If you do not see one listed or feel it is an error, please let me know.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 25</td>
<td><strong>Introduction to the Course</strong></td>
<td>Skill: TING Listening</td>
<td>None.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introductions</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Review of Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introduction to Anti-Oppressive &amp; Diversity Work</td>
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<tr>
<td></td>
<td></td>
<td>- Matrix of Oppression (intersectional focus throughout the course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skill: Cleaning Out Your Autobiographical Closet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skill: What is my lens?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3 | Feb. 8 | - Privilege, Oppression, and their Role in Social and Economic Justice Disparities  
- White Privilege & White Supremacy  
- Role of intersectionality  
- Institutional & Systems Processes  
- Spot the privilege  
|---|---|---|---|---|
| 4 | Feb. 15 | - Privilege & Oppression and their roles in Allyship & Advocacy  
- Price & Responsibility of Privilege  
- Cultural Humility  
- Introduction to social justice advocacy and activism: how are our roles impacted by privilege and oppression?  
[We will return to ideas throughout the next weeks as we deconstruct diversity by various –isms.]  
Skill: Becoming an Ally  
| 5 | Feb. 22 | - Tolerance & its Fit with Social and Economic Justice  
- Differences between recognition, acceptance, tolerance, and appreciation  
- Intra/interpersonal processes  
- Coalition building  
Self-Awareness paper due |
| 6 Mar. 1 | **- Deconstructing Diversity and Power by Lookism & Sizism**  
• Lang, Nico (2014, March 1). A Hidden Epidemic: Eating Disorders in the Gay Community. From [http://www.salon.com/2014/03/02/a_hidden_epidemic_eating_disorders_in_the_gay_community/](http://www.salon.com/2014/03/02/a_hidden_epidemic_eating_disorders_in_the_gay_community/)  
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Reflection &amp; Critical Questions</th>
</tr>
</thead>
</table>


| NO CLASS ON MARCH 27: Enjoy Spring Break! |

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Reflection &amp; Critical Questions</th>
</tr>
</thead>
</table>
| 11 April 12 | **Deconstructing Diversity & Power by Age**  
   Skill: Macro Responses  
| 12 April 19 | **Deconstructing Diversity & Power by Socioeconomic Status**  
   - Clark, Gregory (2014, February 21). Your Ancestors, Your Fate. From [http://opinionator.blogs.nytimes.com/2014/02/21/your-fate-thank-your-ancestors/?_php=true&_type=blogs&_r=0#more-152084d](http://opinionator.blogs.nytimes.com/2014/02/21/your-fate-thank-your-ancestors/?_php=true&_type=blogs&_r=0#more-152084d)  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activity</th>
</tr>
</thead>
</table>
• Adams, L.L. (2006). A Quietly Queer Revolution (pp. 159-169). In the full spectrum: A new generation of writing about gay, lesbian, bisexual, transgender, questioning, and other identities. | Reading Reflection & Critical Questions |
| 14    | May 3 - Wrapping Up                | Instead of readings:  
*Be prepared to discuss lessons learned from your papers due today.* | Social Movement Paper |
V. Texts and Reading Materials

- All required and/or supplemental readings are located on our CANVAS site, organized by weekly module.

VI. Evaluation: Assignments, Grading and Methods

Overview of Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date &amp; Time</th>
<th>Points of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Class Participation</td>
<td>Ongoing</td>
<td>16</td>
</tr>
<tr>
<td>B: Reading Reflection &amp; Critical Questions</td>
<td>Weekly (Weeks 2-13) by start of class</td>
<td>24 (12 weeks x 2 pts)</td>
</tr>
<tr>
<td>C: Self-Awareness Paper</td>
<td>February 22\textsuperscript{nd} at 10am</td>
<td>20</td>
</tr>
<tr>
<td>D: Social Movement &amp; Advocacy Paper</td>
<td>May 3\textsuperscript{rd} at 10am</td>
<td>40</td>
</tr>
</tbody>
</table>

In order to achieve the competencies, timely completion of assignments is expected. Students needing assistance with written assignments (particularly C & D) are expected to use available resources (e.g., the Writing Lab, 6171 Helen C. White Hall).

Grades are not assigned on a curve. There is no extra credit, nor additional credit given for trying hard. Trying hard is expected as part of any graduate program.

A. Class Participation (16 points)
   Due: Ongoing

Because this learning community is a mutual responsibility of the instructor and the students, full participation and attendance in this course is crucial. Be prepared to demonstrate your familiarity with major concepts and ideas from the readings during class discussions and experiential learning activities. You will also help with small group discussion facilitation.

Experiential exercises and class discussions are an irreplaceable part of our learning experience. This experiential mode of learning depends on partnerships with other students and instructors, which means that we are not only responsible for our own learning process and professional development, but also for the learning process and professional development of others. Please notify me if you cannot attend. Please see attendance policy for other details regarding illness or emergencies.

Rubric:
<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended all classes</td>
<td>8</td>
</tr>
<tr>
<td>Participation in class activities, experiential learning facilitations, large/small group discussions</td>
<td>8</td>
</tr>
</tbody>
</table>

**B: Reading Reflection & Critical Questions:**

Due: Weeks 2-13 by the start of class. These should both be uploaded to CANVAS AND brought to class.

The purpose of this assignment is to foster critical analysis and engagement of the readings as they relate to the weekly topic. Each week, you will be expected to write and bring the following to class (and upload to Canvas): 1) a brief reading reflection aimed to organize your thoughts and provide an avenue for key insights or reflections from the readings, and 2) a few critical questions based on the reading that are relevant for class discussion. As we discuss the readings in large or small groups, I may ask you to share thoughts, insights, or questions from these papers.

**Rubric:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value: 24- total 12 Weeks of Reading Reactions x 2 Points Each</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brief Reading Reflection</strong> (5-7 sentences or bullet points): Aimed to organize your thoughts and provide an avenue for key insights or reflections from the readings</td>
<td>1 pt. x 12 classes = 12 points total for the semester</td>
</tr>
<tr>
<td><strong>Critical Questions</strong> (2-3 questions): Aimed to provoke thought and small or large group discussion</td>
<td>1 pt. x 12 classes = 12 points total for the semester</td>
</tr>
</tbody>
</table>

**C: Self-Awareness: Identity, Power, and Privilege in Social Work Practice**

Due: February 22nd, 2017 at 10am (class time)

Length: 8-10 pages

Social workers operate under a code of anti-oppression ethics. This assignment challenges you to begin (and/or continue) thinking critically, or pushes you to continue to think more deeply, about your own identities as they are relevant in your social work practice—in policy, community work, advocacy, social administration, and direct practice with families or individuals. We all have multiple identities. Some of these identities are privileged, honored, nurtured, and normalized in society; others are oppressed, stigmatized, marginalized and disregarded. Some of these identities we chose, some of these identities we do not chose.
Think about your many identities. Choose at least two. But there are two requirements: a) they must be in two different identity domains (e.g., a race identity, a class identity), and b) one must be a status that is a privileged status and one must be a status that is less privileged or even stigmatized or oppressed.

Please use the following questions to guide your paper. You need to address the main issues in parts (a) through (e), but you do not need to answer every single question I pose. Choose the ideas and queries that seem most relevant to you, your identities, and where you are at this stage in your social work training. You must reference the NASW Code of Ethics (see below for key areas). Be sure to address these keys areas and provide a clear introduction and conclusion, strong thesis statements throughout, and sub-headings as necessary. In addition to the Code of Ethics, you may choose to site other sources from class and/or your own literature search to demonstrate critical thinking (i.e. Section d may be strengthened by applying the literature to your own practice/research). References must include NASW Code of Ethics. You are welcome to bring in other material to strengthen your paper. However, since this paper is focused on the self, I would recommend no more than four sources, in addition to the Code of Ethics.

a) **Presentation of Central Identities:** Describe these identities and be sure to go beyond just listing them. Why did you choose these two identities? What do these identities mean to you or not mean to you and why? Are you proud of them both? How is one privileged and the other not (both to you, and in society)? Give examples. Is it always this way, or does it change in different settings (like in your family, at school, in social service settings)? Does this affect how you feel toward either of these statuses or how you relate to people who also share these identities?

b) **Impact of identity on social work practice (and research, if applicable):** How do you think these identities and experiences will help and/or hinder your social work practice (and research, if applicable)? Will people share either of these identities at your field placement? Think broadly here about colleagues and classmates, not just clients. See NASW code of ethics for guidelines of treatment not only toward clients but also toward colleagues.

c) **Identity-Based Strengths, Vulnerabilities, Biases & Insights:** What biases, preferences, beliefs, insights, strengths, and vulnerabilities come from these identities and experiences? Are they aligned or are there conflicts between the two identities?

d) **Addressing Biases:** If you have concerns about your “biases” as impediments to your practice (and research, if applicable), what must you work to change in order to enhance your ability to be genuinely helpful? Reference NASW code of ethics here to guide and inform what you will need to target for ethical social work practice. How will you work toward making any identified changes?

e) **Tuning in to Identities:** Reflect on what it means to think about being attuned to both of these identities in your emerging practice as a social worker (and social work researcher, if applicable). What are the emotional challenges this process may pose? Is one identity more at risk than another for lacking a sustained attention to critical self-reflexivity? How will you build supports to sustain your growth in this area?

**Rubric:**
<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation of Central Identities</strong> (See section A for potential questions/directions)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Impact of identity on social work practice</strong>, including micro, mezzo, macro level practice and/or research (depending on your thoughts on your career) and co-workers/colleagues (See section B for potential questions/directions)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Identity-Based Strengths, Vulnerabilities, Biases &amp; Insights</strong> (See section C for potential questions/directions)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Addressing Biases</strong> (See Section D for potential questions/directions)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Tuning in to Identities</strong> (See Section E for potential questions/directions)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Formatting</strong>: APA Style formatting throughout (including references, in-text citations, title page, running head, etc.), Times New Roman, 12 point font, double spaced, etc.</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Organization, Grammar, Spelling</strong>: Paper includes appropriate headings and subheadings as needed, transitions to sentences, introduction, conclusion.</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**D. Social Movement & Advocacy Paper**

*Due: May 3rd by 10am (class time). Also please be prepared to discuss your papers on our last day of class (also May 3rd).*

**Length:** 10-14 pages

The purpose of this assignment is to explore social justice movements and their impact on social change. This paper will explore the historical context in which the movement emerged, organizing strategies used, perceived successes and failures, and the implications of lessons learned for social workers. It is essential to consider strategies for building lasting trust with the community; strategies for challenging institutional oppression and seeking allocation of material and symbolic resources from social institutions; and strategies in advocating for human, social, economic and/or environment justice.

Choose a group which experiences social oppression with an identifiable historical context and is associated with a social movement. The paper topics may vary in broad or specific focus in accordance to what makes sense to you. For example, one could focus on the individuals who identify as queer or LGBT and the accompanying social movement, while another may focus on individuals who identify as trans*, or one may focus on the Chicano movement while another may focus on the Chicana movement. In each of these cases, both papers would likely present overlapping historical contexts but may have different focuses. As such, defining the scope of your paper will be important.
Please use the following questions to guide your paper. You need to address the main issues in parts (a) through (e), but you do not need to answer every single question I pose. Choose the ideas and queries that seem most relevant to you and the social movement you choose. Be sure to address these keys areas and provide a clear introduction and conclusion, strong thesis statements throughout, and sub-headings as necessary. Minimum of 10 references for this paper.

a. **Description of the group:** Define your social group and the accompanying social movement. How does privilege and oppression manifest in this group? How are you defining the disparity? What’s the role of intersectionality in influencing privilege or oppression for this group? Why does increased attention to this group matter?

b. **Historical Context:** What is the (brief) historical context or background of this group, particularly in reference to how a social movement occurred? What experiences of historical trauma are important? What sub-groups are included or excluded in the social movement? What laws/policies maintained the disparity to keep those with privilege privileged and vice versa? With regard to any social movement organizing, what were the organizing strategies used, perceived successes and failures, and the implications of lessons learned for social workers?

c. **Current Day Impact of Power, Privilege, and Oppression:** How the disparity manifests in typical group-type issues (e.g. education, employment, transportation, housing, health, mental health, etc.)? How do laws, policies and/or institutions that maintain the disparity keep the privileged group privileged and the oppressed group oppressed? What are key areas in which advocacy may be needed?

d. **Social and cultural values or norms as they relate to the issue and resultant disparities:** How are the messages of who is privileged or oppressed maintained in our normal lives? Media, education, religious teachings could be some general examples about how norms are formed and maintained.

e. **Strategies for advocacy and social justice:** Who are the key stakeholders needed to participate in key interventions (can be applied to micro, mezzo, and/or macro level)? What strategies build lasting trust with the people in this population/community? How might you, as a social worker professional, advocate effectively for this population/community? What actions (or inactions) on the part of social workers or the institutions which they represent can seriously undermine cooperative working relationships or create sudden shifts in trust? Consider your identity and whether you identify as part of this community or a (potential) ally. How would your identity impact your advocacy strategies?

**Rubric:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the group <em>(See section A for potential questions/directions)</em></td>
<td>6</td>
</tr>
<tr>
<td>Historical Context <em>(See section B for potential questions/directions)</em></td>
<td>6</td>
</tr>
</tbody>
</table>
### Current Day Impact of Power, Privilege, and Oppression
(See section C for potential questions/directions) 6

### Social and cultural values or norms as they relate to the issue and resultant disparities
(See Section D for potential questions/ directions) 6

### Strategies for advocacy and social justice
(See Section E for potential questions/ directions) 6

### Formatting:
APA Style formatting throughout (including references, in-text citations, title page, running head, etc.), Times New Roman, 12 point font, double spaced, etc. 5

### Organization, Grammar, Spelling:
Paper includes appropriate headings and subheadings as needed, transitions to sentences, introduction, conclusion. 5

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### Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</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>88-93.99</td>
<td>surpasses expectations in many areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87.99</td>
<td>meets expectations in all areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81.99</td>
<td>meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75.99</td>
<td>below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D</td>
<td>64-69.99</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>

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### VII. Course Policies

#### Student Wellness & Unexpected Distress

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, violence, anxiety, high levels of stress, alcohol/drug problems, experiences of prejudice and discrimination, feeling down, and/or loss of motivation. In addition, students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students’ participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. **University Health Services** (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608) 265-5600 or visiting www.uhs.wisc.edu. Help is always available.
Other student support services and programs include:

- Multicultural Student Center [https://msc.wisc.edu/](https://msc.wisc.edu/)
- LGBT Campus Center [https://lgbt.wisc.edu/](https://lgbt.wisc.edu/)
- Dean of Students Office [https://www.students.wisc.edu/doso/](https://www.students.wisc.edu/doso/)

**Support for Survivors of Sexual Violence**

I am committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex or gender identity, which includes forms of sexual violence such as sexual assault, sexual harassment, intimate partner violence, and stalking. I understand that sexual violence can undermine your academic success and encourage anyone who has experienced any type of sexual violence, assault, or misconduct to talk to someone about their experience, so they can get the support they deserve.

UW-Madison offers a variety of resources and options for students impacted by sexual assault, sexual harassment, dating violence, domestic violence, and stalking. Learn about the free, confidential services available on campus and in the community by visiting [www.uhs.wisc.edu/assault](http://www.uhs.wisc.edu/assault).

For further information about rights and resources:

**Americans with Disabilities Act:**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at [mcburney@odos.wisc.edu](mailto:mcburney@odos.wisc.edu); Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); 702 W. Johnson St., #2104, Madison, WI.

I will work directly with the student and in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. If you require accommodations to obtain equal access to this class or to any assignments, please contact me as soon as possible.
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to me at the beginning of the course. Information regarding participation by students with disabilities, accommodations for religious observances, academic conduct, complaint procedure, grade appeals procedures, sexual harassment policy, safety policy and other standing policies/procedures is available in the student handbook.

The McBurney Center provides services and classroom accommodations to students with disabilities. These might include vision and hearing difficulties, learning difficulties and mental health disorders. McBurney is located at 701 W Johnson Street suite 2104. Call for an appointment at 608-263-2741. [http://mcburney.wisc.edu](http://mcburney.wisc.edu)

**Religious Holidays:**
I recognize that students’ choices to observe religious holidays that occur during periods when classes are scheduled. Please make arrangements with me to make up work missed as a result of religious observance. I will make every reasonable effort to accommodate such requests.

**Grading Questions**
Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn an ‘A’. Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, 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, please note that it is your responsibility to 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. Then, email the document to me and I will give your concerns fair and careful attention.

**Professionalism & Classroom Climate:**
The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. A course brings together a group of diverse individuals with various perspectives and backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and
sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Personal Positions: Each one of us has our own opinions and perspectives. In this class, I expect that you will share yours, as we all learn from each other. I, too, have opinions and perspectives that may differ from your own. You should feel free to state your opinions whether or not they agree with mine. Disagreement with my position on any particular issue will NEVER affect your grade.

Out-of-Class Contact with Instructor

I encourage students to meet with me outside of class to discuss concerns, answer questions and provide comments and feedback. I am usually available to meet briefly right before class, during break and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me with a request to arrange a time and I will be happy to meet with you. You are also welcome to stop by when my office door is open to make an appointment.

If there are any updates or things that are important for you to know before we meet next, I will email you (through Canvas). Therefore, I expect that you check your email, as in accordance with any professional setting.

Technology in Class:

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an absolute emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Attendance Policy:

Students are expected to attend all scheduled classes and to arrive on time. Please consult point A of the assignment section above for more information.

• Promptness
Prompt arrival to all classes. This means you are ready to before class begins. Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

• Absence
If you must miss class, you are required to inform me via email in advance. Students are responsible for completing any class requirements (including submitting weekly reflections) 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 must contact the TA prior to the start of class. Students who are absent for two classes or labs will be asked to complete a make-up assignment. Students who are absent three or more times in the semester will be required to schedule a meeting with the instructor to discuss their performance and continuation in the course. Three or more absences may lead to a student receiving a failing grade.

**Reading and Media Assignments:**
You are expected to have read, viewed and listened to 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.

**CANVAS**
All students are required to access Canvas for course content and assignments. If you have difficulty with Canvas, you should contact the DoIT helpdesk.

**Late assignment policy**
Assignments are due on the date specified by the start of class. If you are not able to be in class the day a written assignment is due, you are still responsible for turning in your assignment on the due date. If a student a) communicates with me at least 48 hours prior to the due date, b) provides me with a reasonable justification for an extension, and c) we come to an agreement about a revised deadline, the assignment handed in by the new date will be considered “on time.” Unapproved late assignments be addressed as follows:

- **Weekly Reflections & Questions:** These weekly assignments will NOT be accepted late. If you do not hand in this assignment on time for that particular week, you will not be given 2 points for that weekly assignment.
- **Self-Awareness Paper:** 1 point per day will be deducted.
- **Social Movement Paper:** 2 points per day will be deducted.

**Written Assignment Policy:**
1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format.
2. 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).
3. Students must format assignments using **one-inch margins, double-spacing**, and a **Times New Roman 12-point font**.
4. Headings should not be placed in the body of the paper unless indicated.
6. Reference pages must be on a separate sheet from the paper (not counted as one of the required pages).
7. Papers should be placed in CANVAS by the beginning of class. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late assignments if an assignment is not received on CANVAS by the time it is due.

Academic Writing Criteria
Specific attention should be given to paper organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion.
2. Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces.
3. A consistent tense should be used within sentences and throughout the paper.
4. Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice into your formulation of ideas discussed in your paper.
5. Use critical thinking in your reflections. The comments “It was good” and “I liked it” are NOT examples of critical thinking.
6. Do NOT be repetitious in your writing. Your papers should be polished and carefully edited. Do NOT use run-on sentences.
7. When references are required, they must be from class readings or other peer-reviewed journal articles. You may not use information from a website unless you receive prior approval from the instructor.
8. References in the paper need to be woven into the discussion in a seamless manner. DO NOT insert a quote into the paper without skillful writing that incorporates the quote into the discussion.

Code of Ethics, Student Rights and Responsibilities & Plagiarism
BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, 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, in the field and in the preparation of course assignments.

Plagiarism Policy:
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.

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

Grade Appeals/Grievance Policy:
The process for appeal a final grade is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf
## Appendix A

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
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</table>
| **2.1.2 Engage Diversity and Difference in Practice** | Lecture, readings, small and large group discussions and activities Weeks 1-13 (K, S, V, C & A):  
- Introduction to Anti-Oppressive & Diversity Work; Matrix of Oppression  
- Norms and the Process of Social Construction; Development & History of Social Norms; Process of social construction; Impact of historical processes  
- Privilege, Oppression, and their Role in Social and Economic Justice Disparities; White Privilege/White Supremacy; Role of intersectionality; Spot the privilege  
-- Privilege & Oppression and their roles in Allyship & Advocacy; Price & Responsibility of Privilege; Cultural Humility; Introduction to social justice advocacy and activism: how do roles evolve because of privilege and oppression?  
- Tolerance & its Fit with Social and Economic Justice; Differences between recognition, acceptance, tolerance, and appreciation; Institutional & Systems Processes  
- Deconstructing Diversity and Power by Lookism & Sizism  
- Deconstructing Diversity and Power by Race & Ethnicity  
- Deconstructing Diversity & Power by Sex & Gender  
- Deconstructing Diversity and Power by Sexual Orientation & Gender  
- Deconstructing Diversity and Power by (Dis)ability Status | pp.3-7  
Week 1  
Week 2  
Week 3  
Week 4  
Week 5  
Week 6  
Week 7  
Week 8  
Week 9  
Week 10 |
### Competencies and Description

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<tr>
<td>- Deconstructing Diversity and Power by Age</td>
<td>Week 11</td>
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<tr>
<td>- Deconstructing Diversity &amp; Power by Socioeconomic Class</td>
<td>Week 12</td>
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<td>- Environmental Justice</td>
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<td>- Deconstructing Diversity and Power by Religion</td>
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<td>Assignment B (K, V)</td>
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<td>Assignment C (K, S, V, C &amp; A)</td>
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<tr>
<td>Assignment D (K, S, V, C &amp; A)</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.

Lecture, readings, small and large group discussions and activities Weeks 1-13 (K, S, V, C & A):

- **Introduction to Anti-Oppressive & Diversity Work; Matrix of Oppression**
- **Norms and the Process of Social Construction; Development & History of Social Norms; Process of social construction; Impact of historical processes**
- **Privilege, Oppression, and their Role in Social and Economic Justice Disparities; White Privilege/White Supremacy; Role of intersectionality; Spot the privilege; Institutional & Systems Processes**
- **Privilege & Oppression and their roles in Allyship & Advocacy; Price & Responsibility of Privilege; Cultural Humility; Introduction to social justice advocacy and activism: how do roles evolve because of privilege and oppression?**
- **Tolerance & its Fit with Social and Economic Justice; Differences**

pp.3-7

- Week 1
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- Week 3
- Week 4
- Week 5
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<td>between recognition, acceptance, tolerance, and appreciation;</td>
<td>Week 6</td>
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<td>-Intra/interpersonal processes intro</td>
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<td>-Coalition building</td>
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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Process*