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 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. 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 their own racial and ethnic identities; a deeper understanding of the experiences and collective struggles of other marginalized populations; and a broader understanding of why intercultural competency and anti-racist/ oppressive collective action are necessary to 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:

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

### IV. Course Content

**Week 1: Saturday, March 25th**

**Introductions, Expectations, Syllabus**

**Topic: Introduce Cultural Humility & Systems of Oppression**

**Required Readings**


Week 2: Saturday, April 1st  **Assignment 1 Critical Analysis Paper Due**  
Topic: Historical Processes, White Supremacy, and White Privilege  
Readings

~ Brown-Rice, K. (2013)“Examining the Theory of Historical Trauma Among Native Americans” (3)131-14


Week 3: Saturday, April 8th  
Topic: Intersectionality  
Readings


http://web.b.ebscohost.com.ezproxy.library.wisc.edu/ehost/detail/detail?sid=e468d23b-d19a-4b35-b523-d9b156319fe1%40sessionmgr112&vid=0&hid=123&bdata=JkF1dGhUeXBjPWlwLHVsZCZzaXRjPVVob3N0LWxpdmUmc2NvcGU9c2I0ZQ%3d%3d#db=sih&AN=24718869


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

Week 4: Saturday, April 15th
**Assignment 2 Critical Analysis Paper Due**
**Topic:** Intra/interpersonal Processes, National Institutional & Political Processes – Part 1

**Readings**


~ Perez, L (2014). Racial micro aggressions as a tool for critical race research. 297-320

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

Week 5: Saturday, April 22nd
**Topic:** National Institutional & Political Processes – Part 2 & Globalization

**Readings**


~ Hunt, JS (2015). Race in the justice system 125-161


Week 6: Saturday, April 29th
**Assignment 3 Cultural Awareness & Self-Assessment Paper Due**
**Topic:** Allyship and Trust, Community Organizing, Development and Coalition Building

**Readings**

Week 7: Saturday, May 6th  
Topic: Activism, Advocacy, & Social Movements  
Readings: 


V. Evaluation of Competencies and Practice Behaviors: Methods, 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. Facilitated Discussion</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>2. Critical Analysis Paper (1) Reading Assessment</td>
<td>April 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>30</td>
</tr>
<tr>
<td>3. Critical Analysis Paper (2) Agency/Work Place CH Assessment</td>
<td>April 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>30</td>
</tr>
<tr>
<td>4. Cultural Awareness &amp; Self-Assessment Reflection Paper (3)</td>
<td>May 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>30</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Assignments

1. **Class Participation**
   This course touches on many issues of race, culture, gender, nationality, politics, and social policy. 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. Each student will be asked to facilitate an assigned weekly reading. **You can earn 10 points.**

2. **Critical Analysis Paper (1 of 3)**
   Over the course of the semester, you will be required to write (3) 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 30 points.**

   In this paper, you should **formally and critically evaluate (not summarize)** what you have read and respond by discussing the following:
   1. What important point(s) arise from the reading?
   2. Can these important points be generalized to individuals of diverse backgrounds (with respect to gender, ethnicity, culture, spirituality or sexual orientation)? If so, how? If not, why not?
   3. What question(s) do you feel the reading should have addressed, but did not?
   4. Overall, what **do you, not the author(s),** feel are the reading’s implications for social work practice or policy? Be specific.

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

3. **Critical Analysis Paper (2 of 3)**
   In this paper, students will **formally and critically evaluate** the level of cultural humility as it pertains to --knowledge and practice-- in their work, school, or agency setting. Students will identify only one of these settings and conduct a formal assessment. Students will then be required to read and respond to the following: **You can earn 30 points.**

   1. Describe your agency
      a. What is the population that you serve?
      b. Is the space and environment representative and welcoming of all the clients its serves?
   2. Review and analyze the NASW Standards for Cultural Competence vs. Cultural Humility as defined in class.
   3. Formally assess the level of cultural competence by determining:
      a. What is the overall level of cultural humility at your agency?
      b. What training has your agency been through?
         a. What standards of culturally relevant (CR) practice are present?
         b. What standards of CR are lacking/missing/or being ignored?
      c. Of those missing elements, what are the impediments?
   4. What steps would you recommend your agency take in order to begin or continue the practice of culturally relevant work?
   5. What steps can you take to advocate or begin this process in your agency?
4. Cultural Awareness & Self-Assessment Reflection Paper (3 of 3) – *
Two times during the semester (At the beginning and towards the end of the semester), each student will be required to complete the cultural awareness self-assessment. A completed pre and post self-assessment, in addition to a 5-6 page critical analysis paper will be required. 30 points

*Pre-Post assessment materials will be provided in class and on Learn@UW to complete this assignment

VI. Course Policies

Attendance
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes, arrive on time and remain the entire time.

Promptness
Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence

Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade
  ~ The second unexcused absence will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans
- Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences.
- 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 across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
- In the event that classes are canceled due to inclement weather, students should watch their email for instructions from the course instructor about how to engage in the course materials remotely for that class session.
- 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.

*Additional Graded Work for Missed Class:
For any excused or unexcused absence, students will be required to complete a fourth reflection paper based on the lecture and materials missed. Please see instructor for further instructions on completing fourth reflection paper.

**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 and every 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 fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ 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**
In order to learn, you must be respectful to your fellow classmates, 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. If you use your cell phone or send and/or receive text messages during class, you will be asked to leave the classroom. If you use your laptop for anything other than lecture notes, you will not be allowed to use your laptop in the class for the remainder of the semester.

**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:

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