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:

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Generalist Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
</table>
| 2.1.1: Identify as a social worker and conduct oneself accordingly. | - Practice personal reflection and self-correction to assure continual professional development.  
- Attend to professional roles and boundaries.  
- Demonstrate professional demeanor in behavior, appearance and communication. | #1, #2, #3 |
| 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.  
- Tolerate ambiguity in resolving ethical conflicts  
- Apply strategies of ethical reasoning to arrive at principled decisions. | #1, #2, #3 |
|---|---|---|
| 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. | #1, #3, #4 |
| 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. | #1, #2, #3, #4 |
| 2.1.5: Advance human rights and social and economic justice | - Understand the mechanisms of oppression and discrimination.  
- Advocate for human rights and social and economic justice.  
- Engage in practices that advance social and economic justice. | #1, #2, #3, #4 |
| 2.1.6: Engage in research-informed practice and practice-informed research | - Use research evidence to inform practice. | #1, #3, #4 |
| 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. | #1, #2, #3 |
| 2.1.10a, b, & c: Engage (a), assess (b), and intervene (c), with individuals, families, groups, organizations and communities | - Develop a mutually agreed-on focus of work and desired outcomes.  
- Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.  
- Use empathy and other interpersonal skills.  
- Develop mutually agreed-on intervention goals and objectives.  
- Select appropriate intervention strategies. | #1, #2, #3 |
IV. COURSE CONTENT

**Note: syllabus is subject to change and you will be notified of any changes**

 Week 1:  Saturday, March 25

Introductions, Expectations, Syllabus
Topic: Introduce Cultural Humility, Systems of Oppression

Required Readings

 Week 2:  Saturday, April 1

Topic: Historical Trauma, White Privilege
Video: Tim Wise – *The Pathology of White Privilege*

Required Readings:
- Brown-Rice, K. 2013 “Examining the Theory of Historical Trauma Among Native Americans” (3)131-140.

 Week 3: Saturday, April 8

Topic: Intersectionality
Guest Speaker: Chris Jorgenson – Safe Space (9-11am)

ASSIGNMENT #1 DUE: Critical Self Reflection Paper

Required Readings:
Week 4: Saturday, April 15

**Topic: Intra/Interpersonal Processes of Racialization and Subordination**

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

Week 5: Saturday, April 22

**Topic: Advocacy, Allyship & Trust, Community Organizing, and Coalition Building**

**ASSIGNMENT #2 DUE: Critical Institutional Analysis Paper**

**Required Readings:**

Week 6: Saturday, April 29

**Topic: Activism and Advocacy**

**Required Readings:**

Week 7: Saturday, May 6

**ASSIGNMENT #3 DUE: Individual Presentations**
Course Wrap Up & Evaluations
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 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</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>

Required Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Ongoing</td>
<td>5</td>
</tr>
<tr>
<td>1. Participation &amp; Lead Discussion</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td>2. Critical Self Reflection Paper</td>
<td>April 8, 2017</td>
<td>25</td>
</tr>
<tr>
<td>4. Individual Movie Analysis &amp; Presentation</td>
<td>May 6, 2017</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Summary of Assignments

1. Class Participation (Ongoing, 15 points)
   This course will challenge you in 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 discussion of an assigned weekly reading, as well as bring weekly examples that implies racial and ethnicity issues. Use the guidelines below to help you think about, analyze and discuss the readings:
   - Which portions of the readings resonated with you and why? Which ideas/evidence do you agree or disagree with and why?
   - What are two questions you would really like to pose to your peers based on the readings?
   - What lessons can we take away from the readings and what implications do they have to the social work profession as a whole?
   - How will/can you apply these ideas/evidence to your personal lives and/or practice as a social worker?

2. Critical Self Reflection Paper (25 points)
   In this assignment, students will write a paper reflecting on their family background and social location and how these impact other aspects of their life (more detailed instructions will be provided later).

3. Critical Analysis Paper (25 points)
   In this assignment, students will write a paper analyzing the cultural awareness and humility policies and practices of an agency or institution, such as a school, hospital/clinic, or some other institution (more detail instructions will be provided later).
4. Movie Analysis & Presentation (30)
   Each student will (1) watch and analyze a movie (chosen from a list provided or an approved movie); (2) lead a 15-20 minute class presentation/discussion on how the movie portrays privilege, power, oppression, etc. (more detailed instructions will be provided later); and (3) turn in the product(s) they used in their presentation.

VII. COURSE POLICIES

Attendance

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 pass/fail make-up work appropriate for the content missed will be assigned for excused and unexcused absences. For any excused or unexcused absence, students will be required to complete a fourth paper based on the lecture and materials missed. Please see instructor for further instructions on completing fourth reflection paper.
- 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 one point 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 in to 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.

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, 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. 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:

- 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.
- 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](http://writing.wisc.edu/Handbook/QuotingSources.html)