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

Course Overview
This course provides a critical analysis of how race was and is constructed and the consequences of bias and oppression on the lived experiences and life chances of persons and groups within American society. The semester will focus on individual as well as the macro level.

1) Students are guided in discovering their own racial/ethnic identities, challenging their biases and enhancing their cultural sensitivity and humility by improving racial literacy and cultural intelligence. To be “authentic” in your work as social workers, you must understand your identity and yourself, which includes your race and ethnic identity—this is key to understanding others. Essentially, one needs to understand one's personal stance before developing a professional stance. This must be anchored in understanding one’s own privileges—whatever that may be. All of us need to do this.

2) We will discuss how race and ethnicity, as well as immigrant status, intersects with various forms of oppression. The premise of this course is that the concept of “race” operates as a socio-historically situated construction to which social, political, and legal meanings are ascribed. We will be exploring the fluidity of racial categorization systems, with special attention to the deconstruction of “whiteness” as a consistently privileged, yet historically malleable, category. This is foundational to understanding the society which is America and the collective struggles of African Americans, American Indians, Asian Americans, Latinos, and other marginalized groups.

We will be using a variety of media to examine topics such as the evolution of white privilege, the social construction of racialized “otherness”, and the ways in which the institutionalization of racialized ideologies has resulted in the unequal distribution of power, material resources, and opportunities in the United States.

Learning Goals
By the end of the course, students should be able to:

1) Understand how historical forces shape the social structures of our current policies at the micro and macro systems level which has created inequities in our system
2) Understand who they are as individuals and how their “position” impacts others around them
3) Apply their understanding of racial literacy and cultural intelligence to analyze the environments around them (personally and professionally)
4) Understand that “cultural competency” does not exist in a vacuum and that it is a life long journey
### Course Competencies

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>SW Core Competencies</th>
<th>Generalist Practice behaviors addressed in course</th>
<th>Assignment measure behavior</th>
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</thead>
<tbody>
<tr>
<td>2.1.1: Professional identity</td>
<td>• Practice personal reflection &amp; self-correction to assure continual professional development.</td>
<td>1, 2, 3, 5, small group</td>
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<td></td>
<td>• Attend to professional roles &amp; boundaries.</td>
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<td>• Demonstrate professional demeanor in behavior, appearance &amp; communication.</td>
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<td>2.1.2: Ethical practice</td>
<td>• Recognize &amp; manage personal values that allows professional values to guide practice.</td>
<td>1, 4, 5</td>
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<td></td>
<td>• Make ethical decisions by applying NASW standards.</td>
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<td>• Tolerate ambiguity in resolving ethical conflicts</td>
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<td></td>
<td>• Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<td>2.1.3: Critical thinking</td>
<td>• Distinguish, appraise, &amp; integrate multiple sources of knowledge, incl res-based knowledge &amp; practice wisdom.</td>
<td>1, 2, 3, 4, 5, small group</td>
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<td></td>
<td>• Analyze models of assessment, prevention, intervention &amp; evaluation.</td>
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<td>• Demonstrate effective oral &amp; written communication in working with ind, fams, grps, orgs, comm &amp; colleagues.</td>
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<td>2.1.4: Engage diversity &amp; difference in practice</td>
<td>• Recognize the extent to which a culture’s structures &amp; values may oppress, marginalize, alienate, or create or enhance privilege &amp; power.</td>
<td>1, 2, 3, 4, 5, small group</td>
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<td></td>
<td>• View selves as learners and engage those with whom they work as informants.</td>
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<tr>
<td>2.1.5: Advance human rights, social &amp; economic justice</td>
<td>• Understand the mechanisms of oppression &amp; discrimination.</td>
<td>2, 3, 4, small group</td>
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<tr>
<td></td>
<td>• Advocate for human rights and social &amp; economic justice.</td>
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<tr>
<td></td>
<td>• Engage in practices that advance social &amp; economic justice.</td>
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<td>2.1.6: Res-informed practice</td>
<td>• Use research evidence to inform practice.</td>
<td>3, 4, 5</td>
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<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>• Provide leadership in promoting sustainable changes in service delivery &amp; practice to improve the quality of social services.</td>
<td>4, 5</td>
</tr>
<tr>
<td>2.1.10 abc: Engage, assess, intervene with inds, fams, grps, orgs &amp; communities</td>
<td>• Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>4, 5</td>
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<td></td>
<td>• Substantively &amp; affectively prepare for action with individuals, families, groups, organizations &amp; communities.</td>
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<td>• Use empathy and other interpersonal skills.</td>
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<td>• Develop mutually agreed-on intervention goals &amp; objectives.</td>
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<td>• Select appropriate intervention strategies</td>
<td>4, 5, small group</td>
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</table>
Grading Scale & Standards
Students’ final grade will be based on the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets all expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas, below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt; 64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

Required Assignments
The following assignments are required in this course. There are 100 points possible. Instructions and a grading rubric for each assignment will be posted on Learn@UW.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Max Points</th>
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</thead>
<tbody>
<tr>
<td>1. Self-Discovery Paper (5 pages)</td>
<td>Feb 19</td>
<td>15</td>
</tr>
<tr>
<td>2. Reflection on White Like Me &amp; PTSS (3-4 pages)</td>
<td>March 12</td>
<td>10</td>
</tr>
<tr>
<td>3. Cultural Immersion Reflection (3-4 pages)</td>
<td>March 26</td>
<td>10</td>
</tr>
<tr>
<td>4. Group Project and Presentations (PPT)</td>
<td>April 9 &amp; 16</td>
<td>25</td>
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<tr>
<td>5. Final Paper</td>
<td>May 12</td>
<td>25</td>
</tr>
<tr>
<td>6. Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Reading Materials & Course Expectations
There will be no formal textbook for this course. All readings and materials will be posted on Learn@UW. Readings are due the date under which they are assigned.

Students are expected to:
- Be responsible for their own learning and actions
  - Read required materials prior to the class
  - Complete all required assignments for the course
- Be respectful of other students’ perspectives and right to learn
- Attend and actively participate in weekly class lectures
- Regularly check email and Learn@UW for announcements and materials

The instructor is expected to:
- Create a comfortable and open atmosphere conducive to learning and sharing different perspectives
- Be available to students to answer questions and hear concerns
- Being and end class on time
- Assure that the class is accessible to all students

**Note: syllabus is subject to change and you will be notified of any changes**
MODULE I: HISTORICAL CONTEXT & KEY CONCEPTS

Week 1: January 22nd
Theme: Introduction to course and basic concepts

Required:
- Jackson and Hardiman Model of Social Identity Development

Week 2: January 29th
Theme: The Social Construction of Race
Screening Room: *Black in Latin America* (2011, Henry Louis Gates, Jr., 60 mins)  
https://www.youtube.com/watch?v=6RlG4b3LV9o

Required:

Recommended:

Week 3: February 5th
Theme: History and Context Matter: The 2 Americas
Class Activity: Tuskegee syphilis experiment & HeLa cells

Required:

Recommended:
MODULE II: COMPLEXITIES OF IDENTITY IN CONTEXT

Week 4: February 12th
Theme: Identity and Self
Guest Speaker: Laura Pinsoneault, Director of Evaluation and Research Services
Alliance for Children and Families
PhD Candidate, Human Development & Family Studies, UW-Madison

Required:

DUE: Self-Discovery Paper (Feb 19)

Week 5: February 19th
Theme: Identity and Intersectionalities: Beyond the color of your skin
Guest Speaker: Ida Balderrama-Trudell, Associate Student Service Coordinator, Posse Program, UW-Madison

Screening Room: Danger of a single story (Chimamanda Adichie, 2009, 20 mins)
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

Required:

Recommended:

MODULE III: COMPLEXITIES OF RACE AS A SOCIAL CONSTRUCT

Week 6: February 26th
Theme: Race: the Black and White Hierarchy
Screening Room: White Like Me (2013, Tim Wise, 108 min)
Required:


**Week 7: March 5th**

**Theme:** Understanding Blackness in a White Context

**Screening Room:** *Post-Traumatic Slave Syndrome*—(2008, Dr. Joy DeGruy, 1:21:35)

https://www.youtube.com/watch?v=XRQ-Ci6LwVw#t=28

Required:


**Recommended:**

- Race to Equity: A baseline report on the state of racial disparities in Dane County (2013). Wisconsin Countil on Children and Families.


**DUE: Reflection paper on PTSS and White Like Me (March 12)**

**Week 8: March 12th**

**Theme:** Beyond the Black and White, Part 1: Browning of America-shifting demographics

**Class Activity:** Meet in small groups for group project

**Screening Room:**

- *Fear of a brown planet.* (2:48 min) https://www.youtube.com/watch?v=dw_mRaIHb-M

- *Stepping into Latino realities* (5:25 min) https://www.youtube.com/watch?v=kRfOYVPiKJE

- *Race ethnicity and aging* (3:29 min) https://www.youtube.com/watch?v=H5DeRZ9yfbk

**Required:**


**Recommended:**


**Week 9: March 19th**

**Theme:** Beyond the Black and White, Part 2: “Invisible Minority”

**Screening Room:** Who Killed Vincent Chin? (1987, Choy & Tajima-Peña, 87 min)  
http://search.alexanderstreet.com.ezproxy.library.wisc.edu/view/work/1652650

**Required:**


**Recommended:**


**DUE: Cultural Immersion Reflection paper (March 26)**

**MODULE IV: CONSEQUENCES OF SYSTEMS OF POWER AND INEQUTITY**

**Week 10: March 26th**

**Theme:** Racism: Systems and Institutions

**Class Activity:** Meet in small groups for group project

**Screening Room:** What kind of Asian are you? (2:20 min)  
https://www.youtube.com/watch?v=DWynJkN5HbQ

**Required:**

• Gallagher, C. (2013). Color-blind privilege: The social and political functions of erasing the color line in post-race America. In M. Anderson & P. Hill Collins (Eds.) Race, Class & Gender: An Anthology (Ch. 9, pp. 91-95). 8th Publishing

Recommended:

Week 11: April 2nd Spring Break

MODULE V: ADVOCACY AND CREATING CHANGE

Week 12: April 9th
Theme: Small Group Presentations (Groups 2, 3, 5)

Week 13: April 16th
Theme: Small Group Presentations (Groups, 1, 4, 6)

Week 14: April 23rd --Class Cancelled

Week 15: April 30rd
Theme: Allyship and Actions
Guest Speakers: Panel

Required:

Week 16: May 7th
Theme: Lessons learned and wrap up
Screening Room: Cracking the codes: Joy DeGruy “A Trip to the Grocery Store” (3:49 min)
https://www.youtube.com/watch?v=GTvU7uUgiU
Dr Omi Osun Joni L. Jones: 6 Rules for Allies (13:59 min)
https://www.youtube.com/watch?v=SZx6rgs21G0&authuser=0
Franchesca Ramsey: 5 Tips for Being an Ally
http://bitchmagazine.org/post/watch-franchesca-ramseys-video-5-tips-for-being-an-ally
Cracking the Code: Identity and Culture
https://www.youtube.com/watch?v=wEoJJp5t8cY
Cracking the Code: Unconscious Bias (6:57 min)
https://www.youtube.com/watch?v=F05aArLV44

Required:

Week 17: May 12th (Final Exam Week)

| DUE: Final Paper (May 12) |

COURSE POLICIES

Readings and Assignments Policy: Readings and assignments are to be completed and submitted to DropBox by the beginning of class (1:20pm) on the day they are due. When circumstances arise making it impossible for you to complete the class requirements on time, please make appropriate arrangements with me within 48 hours advance notice. Otherwise, late assignments will be marked by 2 point per day, maximum 6 points. Afterwards, the paper will not be graded or credited.

Incomplete policy: A grade of Incomplete or “I” will not be given unless the student contacts the instructor and makes arrangements for making up the required work.

Communication Policy: Please check your email and Learn@UW frequently for various messages and updates about assignments. I will also make available the Discussion Board on Learn@UW. If you have anything you want to share or questions you would like to pose to the class, feel free to use this forum. Any postings can be anonymous. I will always check for any posts and reply. If are you are experiencing a severe crisis in your life that interferes with your coursework, please talk to me. It is much better to let me know earlier rather than later. I am always willing to make accommodations in such cases.

Attendance Policy: You are responsible for attending all lectures. Attendance will be taken every class. Please inform me ahead of time if you know you will not be able to attend class. Excused absences are limited to documentable illness, personal or family emergency or religious observation. Students are responsible to make up any work for the day missed. A pattern of late arrivals and/or early departures can translate into one or more unexcused absences. At 3 or more unexcused absences, you approach the line of not really participating sufficiently to have “taken” it and forgo attendance credit.
Inclement Weather Policy
- Students are expected to check their email to confirm whether classes are cancelled.
- If classes are not cancelled but you conclude it is not safe travel to class, you must contact me prior to the start of class to be considered an excused absence. Makeup work may be assigned.

Participation Policy: On-going discussion is a critical component of advancing learning. The cooperative learning process that this course is designed on is dependent upon the engagement, rapport, and trust established in the class. Students in this course will vary in their levels of awareness of race, ethnicity, and culture. Please be respectful in your dialogues with others (i.e., speak from your own experience, give examples from your experience and the readings, ask others to clarify before jumping to conclusions, challenge your own thinking and the thinking of your peers). If you have a concern, please bring those issues to my attention immediately.

Diversity Statement: In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values, and beliefs. Please honor the uniqueness of your fellow classmates and appreciate the opportunities we have to learn from each other. Respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of personal or professional nature discussed in class.

American Disabilities Act Statement: Your success in this class is important. Please inform me if you need special accommodations in the curriculum, instruction, or evaluation procedures in order to participate fully. I will work with you to develop strategies to adapt assignments to meet your needs and the requirements of this course. Students requiring accommodation must provide me a copy of their Verified Individualized Services & Accommodation (VISA) during the first week of the semester.

- McBurney Center info--www.mcburney.wisc.edu
- Phone: 608-263-2742, Text: 608-225-7956, FAX: 608-265-2998, Relay: 711
- Email: mcburney@odos.wisc.edu

Academic Integrity: Academic integrity is an expectation and requires that the work a student presents to an instructor honestly and accurately indicates the student’s own academic efforts. Academic dishonesty consists of cheating, fabrication, and plagiarism and is a serious offense. UW-Madison has established a range of penalties for students guilty of plagiarism and academic dishonesty. Appropriate penalties include suspension or expulsion from the university, a failing grade for a course, a failing grade for the assignment, or a reduced grade on a redone assignment. All instances of serious plagiarism are reported to the Dean of Students. This is a serious offense!