School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW640 Social Work with Ethnic and Racial Groups  
Spring 2017

Instructor: Martha V Saucedo, LCSW  
Class Time: Tuesdays 3:30-5:25pm in Room 106  
Location: UW-Madison School of Social Work Rm:  
Office hours: By appointment  
Phone: 608-215-5254  
E-mail: msaucedo2@wisc.edu

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>Practice Behaviors Addressed In Course</th>
<th>Assignment(S) Measuring Behavior</th>
</tr>
</thead>
</table>

1
| 2.1.1: Identify as a social worker and conduct one-self accordingly. | 1. Advocate for client access to the services of social work  
2. Attend to professional roles and boundaries  
3. 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 | 1. Recognize and manage personal values in a way that allows professional values to guide practice  
2. Make ethical decisions by applying standards of the NASW  
3. 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 | 1. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
2. Analyze models of assessment, prevention, intervention and evaluation.  
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. | ~ 2nd Critical Analysis Paper  
~ 2nd Critical Analysis Paper  
~ 2nd & 3rd Critical Analysis Paper; |
| 2.1.4: Engage diversity and difference in practice | 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
2. 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 | 1. Understand the mechanisms of oppression and discrimination.  
2. 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 | 1. Use research evidence to inform practice. | ~ 2nd Critical Analysis Paper |
2.1.9: Respond to contexts that shape practice

| 1. 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.

| 1. Develop a mutually agreed-on focus of work and desired outcomes. | ~ Case studies on service delivery efforts with different populations |

2.1.10b: Assess individuals, families, groups, organization and communities.

| 1. Develop mutually agreed-on intervention goals and objectives. 2. Select appropriate intervention strategies. | ~ Case studies; ~ 3rd Critical Analysis Paper |

2.1.10c: Intervene with individuals, families, groups, organizations and communities.

| 1. Initiate actions to achieve organizational goals. | ~ Case Studies ~ 3rd Critical Analysis Paper |

IV. Course Content

Week 1: Tuesday, January 17th

Introductions, Expectations, Syllabus

Topic: Introduce Cultural Humility

Required Readings


Week 2: Tuesday January 24th

Topic: Cultural Humility & Systems of Oppression

Readings
~ Garcia, B. and Van, D. 1997 Changing Perceptions of Diversity and Oppression: MSW Students Discuss the Effects of a Required Course 33(1). 119-128

Week 3: Tuesday January 31st
Topic: Historical Processes

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

Week 4: Tuesday February 7th
Topic: White Supremacy and White Privilege

Readings

Week 5: Tuesday February 14th
Topic: Intersectionality Part 1
Readings
~ Davis, D. 2010. Women and women of color in leadership: Complexity, identity, and intersectionality. 65 (3) 171-181

Week 6: Tuesday February 21st
Topic: Intersectionality Part 2

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

Week 7: Tuesday February 28th
Topic: Intra/interpersonal Processes
Readings:
~ Jolls, C. 2006 The Law of Implicit Bias. 94 (4). 969-996
~ Devine, P. 2012 Long-term reduction in implicit race bias: A prejudice habit breaking intervention. 48 (6) 1267-1278

Week 8: Tuesday March 7th
**Topic: 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 9: Tuesday March 14th**  
**Topic: National Institutional & Political Processes – Part 2**  
**Readings:**  
~ Burch, T. 2015 Skin Color and the Criminal Justice System: Beyond Black-White disparities sentencing. 395-420  
~ Hunt, JS 2015 Race in the justice system 125-161

**Week 10: Tuesday March 21**  
Spring Break – No Class

**Week 11: Tuesday March 28th**  
**Topic: Globalization**  
**Readings:**  
~ Ibarra, A. 2015 Mexican mass labor migration in a not so changing political economy 15: 211-233  
~ Kawar, M. 2004 Gender and Migration. Why are women more vulnerable? 71-87

**Week 12: Tuesday April 4th**  
**Topic: Allyship and Trust**  
**Readings:**  
~ Tyler, R. 2016 Investigating the Intersection of Whiteness and Racial Allies

**Week 13: Tuesday April 11th**  
**Topic: Community Organizing, Development and Coalition Building**  
**Readings:**  
~ Benner, C. Collaboration, Conflict, and Community Building at the Regional Scale.  
~ Christens, B. 2016 Community Organizing

**Week 14: Tuesday April 18th**  
**Topic: Activism and Advocacy**  
**Readings:**
Week 15: Tuesday April 25th
Topic: Social Movements
We will discuss recent issues happening in society.

Week 16: T May 2nd
Topic: Get Involved. Wrapping week.
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:

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

<table>
<thead>
<tr>
<th>Evaluation Factors</th>
<th>Date Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance</td>
<td>Ongoing</td>
<td>5</td>
</tr>
<tr>
<td>2. Class Participation - Facilitated discussion</td>
<td>Ongoing</td>
<td>5</td>
</tr>
<tr>
<td>3. Presentation</td>
<td>Varies</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Points 100**

Assignments

1. **Class Participation – Presentation**

   This course may be challenging as it touches on complex 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. The professor will give a list the first day of class assigning each student the date and specific reading they will need to present, all reading are available at learn@UW. This is with the intention to develop skills talking in front of people but also able to communicate and educate in sensitive topics like the ones discussed in this course. The professor will provide personal individual feedback to each student after their presentation.

   Please read the below guidelines to help you prepare for your presentation:
   ~15 minute discussion on the identified reading(s)
   ~What portions of the readings resonated for you?
   ~What questions rose from the reading which the class could discuss?
   ~How will/can you apply the readings to your personal practice as a social worker?
   ~What are the implications to the social work profession as a whole?
   ~Feel free to add some examples.

   A rubric about this assignment is online.

   **15 points.**
Also students will be asked to bring weekly examples that they experience in their lives in which they notice how cultural humility was or was not present, this exercise has the intention to develop awareness in student’s life on how topics discussed in class are present in our daily lives. The professor will provide a few examples the first day of class as an example to make it more clear. **Ongoing 5 points.**

2. **Critical Self-Reflection Paper (1 of 3) - Due date Feb 18th**
   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 up to **25 points** for each paper.

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

3. **Critical Analysis Paper (2 of 3) - Due date March 18th.**
   For this paper you will be asked to evaluate the cultural awareness and humility of you an agency, school, or other due no later than the beginning of class on the day they are due. You can earn up to **25 points**

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

4. **Social Justice - Cultural Awareness and Humility Article and Reflection Paper (3 of 3) - Due date May 4th**
   You will need to analyze a recent issue in society and reflect about it. **25 points**

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

VII. **Course Policies**

**Attendance**
In order for you and your fellow classmates to benefit from this course, you are expected to attend all scheduled classes and to arrive on time. Attendance will be taken at each class. If you are unable to attend class, please email me prior to class so that you can receive an excused absence. You may receive no more than two excused absences per semester. Two points will be deducted from your grade for each unexcused absence incurred. Please note that you must attend at least 12 classes in order to pass the course.

**Late Assignment Policy**
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down three points for each day they are late.**

**Reading Assignments**
You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that
you can learn, actively participate in class discussions, and successfully complete written assignments.

**Written Assignment Policy**
All written assignments are to be either typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

**Accommodations**
Those students requiring accommodation for meeting class expectations, as approved by the McBurney Center, must provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) in the first week of the semester. Please contact the McBurney Center at [www.mcburney.wisc.edu](http://www.mcburney.wisc.edu); Email at mcburney@odos.wisc.edu; Phone at 608-263-2741; NEW--reach by text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

**Student Behavior Policy**
In order to learn, we must be open to the views of people different from ourselves. Each 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:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

**Process:**

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

**Sanction:**

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion ([http://www.students.wisc.edu/doso/acadintegrity.html](http://www.students.wisc.edu/doso/acadintegrity.html)).
• Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:

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