SW640: Social Work with Ethnic and Racial Groups
Fall 2016

Class Day & Time: Thursdays 1:20 – 3:15 PM
Class Location: 1120 Biochemistry Building
Instructor Name: Professor Yang Sao Xiong
Office: 310 Social Work Building
Office Hours: Tuesdays, 1:30-2:30pm or by appointment
E-mail: ysxiong2@wisc.edu
Teaching Assistants: Andrea Larson, aldre00@gmail.com
                        Sean Hubbard, slhubbard@wisc.edu

I. CATALOG 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.

II. COURSE OVERVIEW
This course prepares students for generalist social work practice in a multicultural society. This course privileges an ecosystems perspective and a cultural humility approach to social work and places emphasis on understanding how social workers and other service providers can work more genuinely, more effectively with diverse peoples and communities. Toward these goals, we shall examine 1) how schemas affect persons, their identities, and their interactions with other people; 2) how mechanisms of oppression and discrimination work, including how racial classification powerfully organizes peoples’ privileges and opportunities in the United States; 3) how racial identity intersects with other identities such as ethnicity, class, gender, language, sexual orientation and religion to impact the lived experiences and life chances of persons, families and communities within American society; and 4) under what conditions social workers might be able to advocate or be allies to vulnerable peoples and communities in order to advance people’s human rights and social and economic justice. 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 historical traumas and contemporary struggles of African Americans, American Indians, Asian Americans, Latinos, and other marginalized populations; and a stronger appreciation of the potential and power of individuals and coalitions to shape our imperfect society.

III. COURSE COMPETENCIES, PRACTICE BEHAVIORS AND ASSIGNMENTS
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>
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</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, #3, small group class activities |
| 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, #3, small groups |
| 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, #2, #3, small groups |
| 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 |
| 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 |
| 2.1.6: Engage in research-informed practice and practice-informed research | ■ Use research evidence to inform practice. | #3, small groups |
| 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. | #3, small groups |
| 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. | #3, small groups |
IV. COURSE CONTENT

**Note: this course syllabus is subject to change and you will be notified of any changes by email or by Learn@UW messaging. Updates to the course syllabus will be posted to the course website, under the ‘Syllabus’ content at Learn@UW**

WEEK 1: Thursday, September 8
Overview of the Course

Handout: Course syllabus & group exercise

Module I: Key Concepts and Historical Contexts

WEEK 2: Thursday, September 15
Learning about “Diversity” and “Cultural Competency”

Required Readings:


Handout: Assignment Prompt: Critical Self Reflection Paper

WEEK 3: Thursday, September 22
Cultural Humility and Intersectionality

Required Readings:


WEEK 4: Thursday, September 29
Racial classification as a mechanism of oppression

Required Readings:


Video Clip 1: Race and Ethnicity: [https://www.youtube.com/watch?v=MSZeqYrGkJ0](https://www.youtube.com/watch?v=MSZeqYrGkJ0)
Followed by discussion

**Video Clip 2:** The difference between race and ethnicity (Jennifer Lee, Professor of Sociology at UC Irvine). [https://www.youtube.com/watch?v=meVrEJ5v1vo](https://www.youtube.com/watch?v=meVrEJ5v1vo)

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**Module II: Mechanisms and Systems of Oppression**

**WEEK 5: Thursday, October 6**

White Privilege and Microaggressions

**Required Readings:**

- Rothenberg, P. S. *White privilege*: Please read the following chapters of this book: “Introduction” (pp. 1-5), and “The Matter of Whiteness” (pp. 9-14).

**WEEK 6: Thursday, October 13**

Language, Communication, and Cultural/Acculturation Issues

**Required Readings:**

- “Cultural diversity and child protection” (1 page)

**Handout:** Assignment Prompt: Vulnerable Populations Term Paper

**WEEK 7: Thursday, October 20**

**Assignment Due Today:** Critical Self Reflection Paper

Institutional Racism and Social and Economic Inequalities

**Required Readings:**

WEEK 8: Thursday, October 27
Social and Economic Inequalities (continued)


WEEK 9: Thursday, November 3

No readings due today.

**Today: Midterm Examination**

WEEK 10: Thursday, November 10
Oppression Based on Gender; Oppression of Women

**Required Readings:**

WEEK 11: Thursday, November 17
Oppressions Based on Sexual Orientation

**Assignment Due Today:** First draft of Vulnerable Populations Term Paper

**Required Readings:**

WEEK 12: Thursday, November 19
Race and Police Violence

**Required Readings:**

**Class Videos:**
Silent Beats (Racial profiling in a store): [www.youtube.com/watch?v=76BboyrEl48](http://www.youtube.com/watch?v=76BboyrEl48)
What would you do? Racial profiling and rounding up of undocumented immigrants.  
https://www.youtube.com/watch?v=4LJhMqXF98U

The Hunted and the Hated: An Inside Look at the NYPD’s Stop-and-Frisk  
https://www.youtube.com/watch?v=7rWtDMPaRD8

Thursday, November 24: Holiday -- No Classes

Module III: Advocacy, Coalition Building & Collective Action

WEEK 13: Thursday, December 1  
How Social Work Professionals Can Play a Role in Current Events; Black Lives Matter Movements

Required Readings:

WEEK 14: Thursday, December 8  
Coalition Building and Advocacy

Required Readings:

WEEK 15: Thursday, December 15  
Discussion of Key Lessons Learned

Assignment Due Today: Vulnerable Populations Term Paper
V. READING MATERIALS

There will be no formal textbook for this course. All readings and materials will be posted on Learn@UW and direct links through the web. Readings are due before the day on which they are assigned. In other words, readings should be done before coming to lectures.

Course Web Site
Articles and additional class materials will be available on the class web site available through Learn@UW, which can be accessed from the academic tab in My UW (near the course descriptions) or https://learnuw.wisc.edu/.

VI. EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS: REQUIRED ASSIGNMENTS, GRADING AND METHODS

Students are expected to:

■ Be responsible for their own learning and actions.
■ Be respectful of other students’ perspectives and right to learn. This includes turning off all cell phones and beepers during the class.
■ Attend and actively participate in weekly class lectures and discussion sections.
■ Arrive on time. Late arrivals and early departures are very disruptive and should be avoided.
■ Read required materials prior to the day on which they are assigned and come prepared with discussion questions on the readings.
■ Regularly check email and Learn@UW for announcements and materials.
■ Complete all required assignments for the course and discussion sections.

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>
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<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 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 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>
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</tbody>
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Required Assignments:
The following assignments are required in this course. There are 100 points possible. (see next page)
VII. COURSE POLICIES

**Code of Ethics, Professional Conduct and 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.

**Diversity and Mutual Respect Statement:** The cooperative learning process that this course is designed on is dependent upon the engagement, rapport, and trust established in the class. All of the students in this course vary in their levels of awareness of race, ethnicity, and culture. 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. It is important that students feel they can speak freely in the time we share together over the semester. 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 at any point in the semester, you have a concern, please bring those issues to our attention immediately. 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 personal or professional nature discussed in class.

**Disability Accommodations:** Those students who are registered with the McBurney Disability Resource Center must give the instructor a copy of their Verified Individualized Services and Accommodation (VISA) within the first two weeks of the semester so that accommodations can be made. If the student has not given the copy of the VISA to the instructor, an accommodation will not be made.

**Communication Policy:** Your TAs and I use email quite frequently to send out various messages and updates about assignments. Be sure to read your email before coming to class. Extended questions (questions that require longer than 1 minute responses) should only be asked in person, during class/section, after class/section, or at office hours. Please email your TA when a question cannot be answered by a thorough review of the syllabus.

Student complaints or concerns about the Teaching Assistant (TA) should be addressed with the TA. If concerns persist or are not adequately addressed, students should notify the instructor, Professor Xiong at ysxiang2@wisc.edu. Student complaints or concerns about the instructor should be addressed with the instructor. If concerns persist or are not adequately addressed, students should notify the Social Work School director Stephanie Robert at sarobert@wisc.edu, School of Social Work, room 312.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Max Points</th>
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</thead>
<tbody>
<tr>
<td>1. Critical Self Reflection Paper</td>
<td>October 20</td>
<td>20</td>
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<tr>
<td>2. Midterm Exam</td>
<td>November 3</td>
<td>30</td>
</tr>
<tr>
<td>3. Vulnerable Populations Term Paper (Draft: 5 points; final paper: 30 points)</td>
<td>First draft due: Nov. 17; Final version due: December 15</td>
<td>35</td>
</tr>
<tr>
<td>Attendance (See Attendance Policy)</td>
<td>Ongoing</td>
<td>5</td>
</tr>
<tr>
<td>Active Participation (See Active Participation Policy for details)</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100</strong></td>
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**Technology Policy:** The use of laptops, cell phones, tablets, smartphones and other electronic devices are not permitted in lecture except in unusual circumstances and with the written permission of the instructor (e.g., a McBurney VISA is required for accommodations). All laptops, tablets, smartphones, cell phones, and other electronic devices must be turned off at the beginning of class. If you use a laptop, tablet, cell phone, or other electronic devices during lecture or discussion you will receive one warning without penalty to your grade. You will lose 2 points for the first use after the warning, 4 points for the second use, 8 points for the third use. Should a fourth violation occur, the student will forfeit all Active Participation points (15% of course grade), and additional punishment (up to an “F” in the course) may be imposed on the student.

**Attendance Policy:** You are expected to attend all lectures and discussion sections (attendance in lecture and discussion combined are worth 5% of your course grade). Attendance will be taken at every discussion section and by random at lectures. You are permitted one (1) and only one free absence during the semester under the condition that you do not use this “freebie” on a day when a major written assignment or group project is due. Doing so would result in late assignment penalties as described above. If you miss a class, you are responsible for catching up on the material on your own.

Excused Absences and Penalty for Unexcused Absences: If you know that you will not be able to attend lecture or discussion section, please inform your TA ahead of time. **Excused** absences are limited to documentable illness, personal or family emergency or religious observation. Professional or personal opportunities, including internship-related meetings, conferences, seminars, and trainings - while exciting, often rewarding, and worth considering - are not excused, even when "required" by placement or employment (you get to decide what trade offs you make). A pattern of late arrivals and/or early departures will translate into one or more unexcused absences. **Unexcused** absences from either lecture or discussion section have the following grade impacts. Once you have exhausted your one-time “freebie,” unexcused absence will be penalized at 1 point per absence. **However, at 3 or more unexcused absences, you approach the line of not really participating in the class sufficiently to have "taken" it. I will require that you see me to discuss your circumstance and options, if any, for the remainder of the course.**

**Assignments Policy:** Unless specified differently by the professor, all written assignments are due at the beginning of class on the due date indicated in this syllabus. If an assignment is received after the first ten minutes of class on the due date, it will be considered late. Late assignments will be penalized by two (2) points for each day that they are late up to a max of six (6) points. However, any assignment turned in more than three days late will not be graded or credited. Should a circumstance occur that makes it impossible for the student to complete a class requirement or assignment on time, it is the student’s responsibility to notify me by email no later than 48 hours before an assignment is due and to make appropriate and approved arrangements for completing the requirements. In the case of a documented emergency, the student should email me as soon as possible to explain the circumstance that prevented the student from turning an assignment in on time.

**Incomplete Work Policy:** According to University policy, an Incomplete may only be given when students, who have otherwise made good progress in the course, are prohibited from completing the course as a result of an emergency or crisis event in their lives. A grade of Incomplete or “I” will not be given unless the student meets the university policy criteria, and also contacts the instructor prior to the end of the semester to explain the situation and make arrangements for making up the required work.

**Active Participation Policy:** Participation means engaging in the course materials in the following three ways: 1) verbal/oral participation in lecture and discussion sections; 2) typed reading questions; and 3) written conceptual reflections regarding the weekly readings/lectures. Each of these is described below. Note that only #2 of the active participation (i.e., the reading questions) can be made up provided that you have a documented excused absence.

1) **Verbal Participation:** On-going class discussion germane to the course materials is a critical component of learning. However, your verbal participation in section will be graded with a point system.
2) **Reading Questions:** To foster active engagement in discussion sections, students must read the readings and bring to every discussion section the following:

Once you have completed the week’s required readings, **type up** (hand written questions will not be accepted) two (2) discussion-style questions about the set of readings. Again, this should be typed on a sheet of paper; include your name and the date at the top. You will be graded on the quality (how well thought out and how clear) of your question.

3) **Conceptual Reflections:** Students will hand write and submit a brief reflection about any concepts introduced or discussed in the lecture before leaving lecture each week. These reflections are intended as an opportunity for you to ask for clarification on any concept or idea that was discussed in the readings or lecture. For example, let the professor know if you do not yet fully understand a concept or would like to see more examples of the concept, or would like to share your understanding of a concept. The conceptual reflections will not be graded.

**Academic Integrity:** Academic integrity is an expectation in all classes. Academic integrity requires that the work a student presents to an instructor honestly and accurately indicates the student's own academic efforts. Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University.

Academic dishonesty is a serious offense at the University because it undermines the bonds of trust and honesty between members of our community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism. The University of Wisconsin-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.

Please take a moment to read and familiarize yourself with the University’s policies on academic dishonesty at: [http://students.wisc.edu/doso/acadintegrity.html#acadintegritystandards](http://students.wisc.edu/doso/acadintegrity.html#acadintegritystandards)