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 racial and ethnic categorization impact the lived experiences and life chances of persons and groups within American society. It also examines how social workers can invest more genuinely in and work more effectively with diverse peoples and communities. Toward these goals, we shall examine how racial categories differ from ethnic groups, how racial classification powerfully organizes peoples’ 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. Students will come to a deeper understanding of how the history of racial inequity and oppression in the U.S. currently impacts lives of marginalized individuals and groups. This information and understanding will support critical thinking and understanding of the need for collaborative anti-racist/anti-oppressive social work toward social justice.

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>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a social worker and conduct oneself accordingly.</td>
<td>■ 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.</td>
<td>#1, #2, #3</td>
</tr>
<tr>
<td>2.1.2: Apply SW</td>
<td>■ Recognize and manage personal values in a way that</td>
<td>#1, #2, #3</td>
</tr>
</tbody>
</table>
| Ethical Principles to Guide Professional 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. |
| --- | --- |
| 2.1.3: Apply critical thinking to inform and communicate professional judgments | Distinctive, 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. |
| 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. |
| 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. |
| 2.1.6: Engage in research-informed practice and practice-informed research | Use research evidence to inform practice. |
| 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. |
| 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. |
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, January 19
Introductions; Overview of the Course Contents and Course Goals; Discussion of “Social workers discuss ways to undo racism”

**Handout:** Course syllabus; “Social workers discuss ways to undo racism”

**Module I: Key Concepts and Historical Contexts**

WEEK 2: Thursday, January 26
Theme: “Cultural Competence” and “Cultural Humility”

**Required Readings:**

**Handout:** Critical Self-Reflection Paper Assignment

WEEK 3: Thursday, February 2
Theme: Historical Traumas and Histories of Vulnerability

**Required Readings:**

WEEK 4: Thursday, February 9
Theme: Intersectionality and the “Matrix of Domination”

**Required Readings:**
- “Intersectionality” (Wikipedia), Read pp. 1-6.

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

**WEEK 5: Thursday, February 16**
Theme: White/Male/Heterosexual Privilege

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

**Required Readings:**

**WEEK 6: Thursday, February 23**
Theme: Race and Class in American Society

**Required Readings:**

**WEEK 7: Thursday, March 2**
Intra/Interpersonal Processes of Racialization and Subordination

**Required Readings:**

**Handout:** Critical Institutional Analysis Paper
WEEK 8: Thursday, March 9
Theme: Institutional Policies and Practices & their Contributions to Social and Economic Inequalities

Required Readings:

WEEK 9: Thursday, March 16
Theme: The Impacts of Racism, Poverty, Homophobia

Required Readings:

Handout: Group Movie Analysis Assignment

WEEK 10: Thursday, March 23 (NO SCHOOL – Have a great Spring Break!)

WEEK 11: Thursday, March 30
Theme: Racial Profiling

Assignment Due: Critical Institutional Analysis Paper

Required Readings:
• Sadler, M. S. et al. (2012). The world is not black and white: Racial bias in the decision to shoot in a multiethnic context. *Journal of Social Issues, 68*(2), 286-313.

Class Videos:
Silent Beats (Racial profiling in a store): [www.youtube.com/watch?v=76BboyrEl48](https://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](https://www.youtube.com/watch?v=4LJhMqXF98U)
Module III: Advocacy, Coalition Building & Collective Action

WEEK 12: Thursday, April 6
Theme: Advocacy, Allyship, and Trust Building

Required Readings:

WEEK 13: Thursday, April 13
Theme: Community Organizing, Development and Coalition Building

Required Readings:

WEEK 14: Thursday, April 20
• NASW on “Racism”
• NASW. (2007). Institutional racism and the social work profession. Read pp. 8-16.

WEEK 15: Thursday, April 27
Group Presentations and Final Products Due: Groups 1, 2, and 3 present (30 minute presentation per group with 5 min. break in between presentations).

WEEK 16: Thursday, May 4 (Last day of class.)
Group Presentations and Final Products Due: Groups 4, 5, and 6 present (30 minute presentation per group with 5 min. break in between presentations).
V. READING MATERIALS

There will be no formal textbook for this course. All readings and materials will be posted on Learn@UW at https://learnuw.wisc.edu/. Readings are due before the day on which they are assigned. In other words, readings for each week should be done before coming to class.

Course Web Site
Articles and additional class materials will be available on the class web site available through Learn@UW.

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

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 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>
</tr>
</tbody>
</table>

Required Assignments:
The following assignments are required in this course. There are 100 points possible.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (See Attendance Policy)</td>
<td>Ongoing</td>
<td>5</td>
</tr>
<tr>
<td>1. Active Participation &amp; Leading Discussions</td>
<td>Ongoing</td>
<td>20</td>
</tr>
<tr>
<td>2. Critical Self Reflection Paper</td>
<td>February 16</td>
<td>25</td>
</tr>
<tr>
<td>4. Group Movie Analysis, Presentation and Final Product</td>
<td>April 27 &amp; May 4 (depending on assigned date)</td>
<td>25</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Summary of the Assignments

1. Active Participation & Leading Class Discussions

In order to engage in meaningful learning students will be asked to participate in small and large group discussions (10 points) as well as lead the class in discussion around required readings (10 points).

Leading Discussions: Twice during the semester, each student (along with 3 or 4 other students assigned to that day) will help introduce and initiate small group discussion as well as broader group discussions of the current week’s readings. Besides drawing on the readings, students may bring to class and share relevant supplemental materials (handouts, videos, audio, other teaching tools) that can help facility small/large group discussions. Each student will be evaluated individually based on how well prepared the student is in facilitating discussion. The instructor will give a list the first day of class assigning each student the dates.
they will need to facilitate. Each student can earn up to 5 points per designated opportunity and 10 points total. 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
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 Institutional Analysis Paper
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. Group Movie Analysis and Presentation
Students will work in groups of 4 or 5 to (1) watch and analyze a movie (chosen from a list provided or an approved movie); (2) lead a 30-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.

 Attendance: Students are expected to attend all class meetings throughout the semester. Attendance will be taken at every meeting. A student is permitted one (1) free absence during the semester under the condition that they do not use this “freebie” on a day when a major written assignment or group project is due. If a student misses a class, they are responsible for catching up on the material on their own. (For additional details about attendance, see Attendance Policy below.)

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 yxsiong2@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.

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: Excused Absences and Penalty for Unexcused Absences: If you know that you will not be able to attend class, please inform the professor 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 tradeoffs you make). A pattern of late arrivals and/or early departures will translate into one or more unexcused absences. Unexcused absences from class 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 well in advance of the end of the semester to explain the situation and make arrangements for making up the required work.
**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 dishonestly. 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)