I. CATALOG 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 organize 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 African Americans, American Indians, Asian Americans, Latinos, and other marginalized populations; and a broader understanding of why intercultural competency and anti-racist collective action are necessary to 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>
</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, 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 | #1, #2, #3, small groups |
<table>
<thead>
<tr>
<th>2.1.3: Apply critical thinking to inform and communicate professional judgments</th>
<th>■ 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.</th>
<th>#1, #2, #3, #4, small groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>■ 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.</td>
<td>#1, #2, #3, #4</td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>■ 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.</td>
<td>#1, #2, #3, #4</td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>■ Use research evidence to inform practice.</td>
<td>#1, #2, #3, #4, small groups</td>
</tr>
<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>■ Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>#2, #3, small groups</td>
</tr>
<tr>
<td>2.1.10a, b, &amp; c: Engage (a), assess (b), and intervene (c), with individuals, families, groups, organizations and communities</td>
<td>■ 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.</td>
<td>#2, #3, #4, small groups</td>
</tr>
</tbody>
</table>

### IV. READING MATERIALS AND COURSE EXPECTATIONS

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 (See also Assignment Policy).

Students are expected to:

- Be responsible for their own learning and actions.
- Be respectful of other students’ perspectives and right to learn.
- Attend and actively participate in weekly class lectures.
- 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.

The instructor is expected to:
- Create a comfortable and open atmosphere conducive to learning and the sharing of different perspectives.
- Design and organize the course.
- Be available to students to answer questions and to hear concerns.
- Begin and end classes on time.
- Assure that course objectives are being met.
- Assure that the class is accessible to all students.
- Prepare course lectures, in-class discussion questions, assignments and exams.

V. EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS: REQUIRED ASSIGNMENTS AND GRADING

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 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethnic Roots Paper</td>
<td>February 12</td>
<td>15</td>
</tr>
<tr>
<td>2. Ecomap and Analysis Paper</td>
<td>February 26</td>
<td>15</td>
</tr>
<tr>
<td>3. Group Project and Presentation</td>
<td>April 9 &amp; 16</td>
<td>20</td>
</tr>
<tr>
<td>4. Vulnerable Populations Term Paper</td>
<td>May 7</td>
<td>30</td>
</tr>
<tr>
<td>Attendance (See Attendance Policy)</td>
<td>Ongoing</td>
<td>5</td>
</tr>
<tr>
<td>Active Participation, including quizzes (See Participation Policy for details)</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>
VI. COURSE CONTENT

**Note: the 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**

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

This module focuses on defining race and problematizing racial and ethnic “groups”

**Week 1: Thursday, January 22**
Introductions, Course Syllabus, Policies, and Goals for the Class

**Handouts:** Course syllabus and concepts assessment

**Video:** 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)

**Week 2: Thursday, January 29**
Topics: Ethnic and racial “groups” in our midst; racial oppression

**Required Readings:**

**Handout:** Ethnic Roots Paper Prompt

**Week 3: Thursday, February 5**
Ecosystems perspective; cultural competence; and critical race theory

**Required Readings:**

**Video:** Exploring Wisconsin Our Home, [https://www.youtube.com/watch?v=BE7HqFMCAJw](https://www.youtube.com/watch?v=BE7HqFMCAJw)

**Handout:** Ecomap and Analysis Paper Prompt
**Week 4: Thursday, February 12**
Racial schemas; the social construction of race (and construction of whiteness); reification

**Assignment Due Today:** Ethnic Roots Paper

**Required Readings:**

Video: “The History of White People” (Nell Irvin Painter, Professor Emeritus of American History at Princeton University), [https://www.youtube.com/watch?v=mDZUBX_nY_0](https://www.youtube.com/watch?v=mDZUBX_nY_0)

**Handout:** Vulnerable Populations Term Paper Prompt

**Week 5: Thursday, February 19**
Histories of trauma and traumas of history; impact on people’s lives

**Required Readings:**

**Handout:** Group Project Prompt

**Week 6: Thursday, February 26**
Trauma, continued (Religious beliefs and medical/state authority); racialization

**Assignment Due Today:** Ecomap & Analysis Paper. Also, Group Project topics are due.

**Required Readings:**
Module II: Social and Economic Injustices in and across Social Institutions

Week 7: Thursday, March 5
Institutional and systemic racism; white racial privilege; and racial disparities

Required Readings:

Video: “The Pathology of Privilege” (Tim Wise, antiracist activist and educator, discusses white privilege, racism, white denial and the cost of inequality),
https://www.youtube.com/watch?v=9AMY2Bvxuxc

Class Activity: “Manifestations of Institutional Racism in Social Work”

Week 8: Thursday, March 12
The intersection of race, gender, and class

Required Readings:

Week 9: Thursday, March 19
Constructions of power; reification of culture

Assignment Due Today: First draft of Vulnerable Populations Term Paper

Required Readings:

Module III: Advocacy, Intercultural Competency & Collective Action

Week 10: Thursday, March 26

Required Readings:

**SPRING BREAK** (yay!): March 28 – April 5, 2015. (Remember, Group Project Presentations will occur the week you come back from Spring break.)

**Week 11:** Thursday, April 9

3 Group Presentations (30 min presentation per group and 5 min break in between)

| Due Today: Group Project Presentations (Gr. 1-3) |

**Week 12:** Thursday, April 16

3 Group Presentations (30 min presentation per group and 5 min break in between)

| Due Today: Group Project Presentations (Gr. 4-6) |

**Week 13:** Thursday, April 23

Debriefing on the Group Presentations.  
Extra time to work on Term Paper

**Week 14:** Thursday, April 30

**Required Readings:**


**Week 15:** Thursday, May 7 (Last day of class)

Discussion of Key Lessons Learned

| Assignment Due Today: Vulnerable Populations Term Paper |
VII. COURSE POLICIES

Non-Discrimination Policy: All students will be treated in accordance with federal and state laws prohibiting discrimination on the basis of sex, gender, race, national origin, disability, sexual orientation, gender identity, age, and religion. No assignments will be due on major religious holidays. Students who will not be attending class because of a religious holiday must inform me by email within the first two weeks of class of the specific day or dates on which they wish to request relief.

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. The instructor and the TAs will assure that there is accommodation made for the student. If the student has not given the copy of the VISA to the instructor, an accommodation will not be made.

Standards of Conduct: Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Students are expected to conduct themselves in accordance with the standards of the School of Social Work, the University, and the National Association of Social Workers (NASW).

Plagiarism and other forms of cheating will be disciplined according to University procedures. Please see the Dean of Students policy regarding the University’s policy on academic misconduct (http://students.wisc.edu/saja/misconduct/UWS14.html).

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.

Guidelines for all writing assignments
Written assignments must include the following:
• Title page: title, your name, date, course number and instructor name
• Use American Psychological Association (APA) style to format—you must cite your work in text and in the reference section. The following is a website with useful APA style guide examples: https://dacc.nmsu.edu/library/Citations/styleguide.pdf
• Papers must be written in 12 point font, double spaced, and have 1 inch margins all around
• Papers must be original works that are well written and easy to understand
• Papers should be carefully edited and free of spelling and grammar errors
• Page length does NOT include the title page and references

Points will be deducted from your papers if they do not adhere to the above writing guidelines. You are encouraged to use the UW Writing Center with support for your assignments, http://www.writing.wisc.edu/.

Communication Policy: 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, after class, or at office hours. Please email me only when a question cannot be answered by a thorough review of the syllabus.

**Important Note:** 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 Jan Greenberg at jgreenbe@wisc.edu; 263-3671; School of Social Work, room 321.

**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. It is important that students feel they can speak freely in the 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 personal or professional nature discussed in class.

**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. 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 participation points (15% of course grade), and additional punishment (up to an “F” in the course) may be imposed on the student.

**Attendance Policy:** Attendance will be taken every class during lecture. You are responsible for attending all lectures. If you miss a class, you are responsible for catching up on the material on your own.

Excused and unexcused absences: If you know that you will not be able to attend class, please inform me 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 have the following grade impacts. 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.

**Participation Policy:** Participation means engaging in the course materials through 1) relevant discussions, 2) written weekly reflections, and 3) completion of pop quizzes. Participation cannot be made up even if you have an excused absence. Each of these three components is described below.

1) Relevant Discussions: On-going class discussion germane to the course materials is a critical component of learning. 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. 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. To foster active engagement in discussions, students must read the readings and bring to every class the following:

a) A brief summary of the central point(s) or argument(s) of the set of articles along with three (3) discussion-style questions about the set of readings. This should be typed; include your name and the date and/or week #.

2) Written Reflections: Students will hand write and submit a reflection about the lecture or course exercise before leaving class each week (please do this whether or not I remind you to).

3) Pop Quizzes: Students will take pop quizzes on the course materials throughout the semester.

**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). On ways to avoid plagiarism, read: [http://writing.wisc.edu/Handbook/QPA_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html). On ways to quote or paraphrase sources, read: [http://writing.wisc.edu/Handbook/QuotingSources.html](http://writing.wisc.edu/Handbook/QuotingSources.html).

**Incomplete 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.