

**School of Social Work  
University of Wisconsin-Madison  
1350 University Avenue  
Madison, WI 53706  
SW 640: Social Work with Ethnic and Racial Groups (Section 001)  
Fall 2018**

**Instructor:** Jacquelyn L. Boggess, JD, Associate Lecturer

**Class Day:** Tuesdays

**Class Time:** 3:30pm-5:15pm

**Class Location:** Van Vleck, Room B239

**Office hours:** By appointment

**E-mail:** [jlbogess@wisc.edu](mailto:jlbogess@wisc.edu)

Credits: 2

Instructional Mode: Face-to-Face

Canvas Course URL: <https://canvas.wisc.edu/courses/117011>

**Teaching Assistants:** Joanna Geisler, Email: [jlgeisler@wisc.edu](mailto:jlgeisler@wisc.edu)

Brenna Demoulin, Email: [bdemoulin@wisc.edu](mailto:bdemoulin@wisc.edu)

## **I. CATALOGUE 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.

Attributes and Designations: This course counts toward the 50% graduate coursework requirement.

Requisites: Soc work/welfare major

How Credit Hour is Met: This class meets for one 115 class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for about four hours out of classroom. The syllabus includes additional information about meeting times and expectations for student work.

## **II. COURSE OVERVIEW**

SW640 is part of the Human Behavior and Social Environment sequence in the Generalist Practice Curriculum.

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. LEARNING OUTCOMES: COURSE COMPETENCY, DESCRIPTIONS AND DIMENSIONS

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

### IV. COURSE CONTENT

Week/ Date	Topics	Required Readings and Videos	Assignment Due
<b>1</b> <b>9/11/18</b>	Overview of the Course  Handout: Course syllabus	None	
<b>2</b> <b>9/18/18</b>	Learning about "Diversity" and "Cultural Competency"  Handout: Assignment Prompt: Critical Self Reflection Paper	<ul style="list-style-type: none"> <li>• NASW 2015, Standards for Cultural Competence in Social Work Practice. Pp. 4-18.</li> <li>• Garcia, B. and Van Soest, D. (1997). Changing perceptions of diversity and oppression: MSW students discuss the effects of a required course. <i>Journal of Social Work Education</i>, 33(1), 119-129.</li> <li>• Read Pp. 117-136 of "Wisconsin's People: Race and Ethnic Diversity," in the <i>2003-2004 Wisconsin Blue Book</i>.</li> <li>• "Ethnic Groups in Wisconsin: Historical Background." UW-Madison Center for the Study of Upper Midwestern Culture.</li> </ul>	
<b>3</b> <b>9/25/18</b>	Cultural Humility and Intersectionality	<ul style="list-style-type: none"> <li>• Tervalon, M. &amp; Murray-Garcia (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. <i>Journal of Health Care for the Poor and Underserved</i>, 9(2), 17-125.</li> <li>• Collins, P. H. (1993). Toward a new vision: Race, class, gender as categories of analysis and connection. <i>Race, Sex &amp; Class</i>, 1(1), 25-45.</li> <li>• Tatum, B. D. (2000). "The Complexity of Identity: 'Who Am I?'" (pp. 1-6).</li> <li>• Video Clip: Cultural Humility (30 min)</li> </ul>	
Week/ Date	Topics	Required Readings and Videos	Assignment Due

<p><b>4</b> <b>10/2/18</b></p>	<p>Racial classification as a mechanism of oppression.</p> <p>Videos discuss race and ethnicity in the U.S. and globally, and emphasizes respect for human dignity and cultural differences.</p>	<ul style="list-style-type: none"> <li>• Kang, J. (2005). Trojan horses of race. <i>Harvard Law Review</i>, 118(5) [Read pp. 1497-1514 ("Part I: Racial Mechanics").</li> <li>• Covington, J. (1995). Racial classification in criminology: The reproduction of racialized crime. <i>Sociological Forum</i>, 10(4), 547-568.</li> </ul> <p>Video Clip 1: Race and Ethnicity (28 min) Followed by discussion</p> <p>Video Clip 2: The difference between race and ethnicity (3 min) (Jennifer Lee, Professor of Sociology at UC Irvine)</p>	
<p><b>5</b> <b>10/9/18</b></p>	<p>White Privilege and Microaggressions</p>	<ul style="list-style-type: none"> <li>• Swigonski, M. E. (1996). Challenging privilege through Africentric social work practice. <i>Social Work</i>, 41(2), 153-161.</li> <li>• Rothenberg, P. S. <i>White privilege</i>: Please read the following chapters of this book: "Introduction" (pp. 1- 5), and "The Matter of Whiteness" (pp. 9-14).</li> <li>• Sue, D. W. et al. (2016). Racial microaggressions and the Asian American experience. Pp. 464-484 in <i>Contemporary Asian America: A multidisciplinary reader</i>, edited by Min Zhou and Anthony Ocampo. New York University Press.</li> </ul>	
<p><b>6</b> <b>10/16/18</b></p>	<p>Language, Communication, and Cultural/Acculturation Issues; language in European contexts; religious rights</p> <p>Handout: Assignment Prompt: Vulnerable Populations Term Paper.</p>	<ul style="list-style-type: none"> <li>• Wright, C. M. (1983). Language and communication problems in an Asian community. <i>British Journal of General Practice</i>, 33, 101-104.</li> <li>• Yang and Yang v. Sturner, 728 F. Supp. 845 (R.I. 1990).</li> <li>• "Cultural diversity and child protection" (1 page)</li> <li>• Sakamoto, I. (2007). A critical examination of immigrant acculturation: Toward an anti-oppressive social work model with immigrant adults in a pluralistic society. <i>British Journal of Social Work</i>, 37(3), 515-535.</li> </ul>	<p>Critical Self Reflection Paper</p>
<p><b>7</b> <b>10/23/18</b></p>	<p>Institutional Racism and Social and Economic Inequalities</p>	<ul style="list-style-type: none"> <li>• NASW. (2007). Institutional racism and the social work profession. Read pp. 8-16.</li> <li>• Wisconsin Council on Children &amp; Families. (2013). <i>Race to equity: A baseline report on the state of racial disparities in Dane County</i>. Pp. 2-44.</li> <li>• Emechebe, O. "Race to Equity focusing on disparities in Madison's Latino community." <i>The Capital Times</i>, July 4, 2015.</li> </ul>	
<p><b>Week/</b> <b>Date</b></p>	<p><b>Topics</b></p>	<p><b>Required Readings and Videos</b></p>	<p><b>Assignment Due</b></p>

<p><b>8</b> <b>10/30/18</b></p>	<p>Social and Economic Inequalities (continued), with emphasis on economic justice.</p> <p>Video discusses homelessness as a social problem and advocacy for homeless people.</p>	<ul style="list-style-type: none"> <li>Lynch, J. W. et al. (1998). Income inequality and mortality in metropolitan areas of the United States. <i>American Journal of Public Health</i>, 88(7), 1074-1080.</li> <li>Oliver, P. et al. "The effect of black male imprisonment on black child poverty." Paper presented at the Population Association of America, April 2, 2004.</li> </ul> <p>Video Clip: Bartender Won't Serve Homeless Man Who Has Money WWYD</p>	
<p><b>9</b> <b>11/6/18</b></p>	<p>Midterm Examination</p>	<p>No readings due today.</p>	<p>MIDTERM EXAM</p>
<p><b>10</b> <b>11/13/18</b></p>	<p>Oppressions Based on Gender, Race, and Class; Discusses racialized women's rights alongside their experiences with social and economic injustices.</p>	<ul style="list-style-type: none"> <li>Glenn, E. N. (1985). Racial ethnic women's labor: The intersection of race, gender and class oppression. <i>Review of Radical Political Economies</i>, 17(3), 86-108.</li> <li>Day, L. (1992). Women and oppression: Race, class and gender. Pp. 12-31 in <i>Women, oppression and social work: Issues in anti-discriminatory practice</i>, edited by Lesley Day and Mary Langan. New York: Routledge.</li> </ul>	<p>First draft of Vulnerable Populations Term Paper</p>
<p><b>11</b> <b>11/20/18</b></p>	<p>Oppressions Based on Sexual Orientation, Disability, and Religion; human rights violations</p> <p>Video discusses advocacy for persons with disabilities.</p>	<ul style="list-style-type: none"> <li>Blumenfeld, W. J. (1992). How homophobia hurts everyone: A theoretical foundation.</li> <li>Case, K. A., Hensley, R. and Anderson, A. (2014). Reflecting on heterosexual and male privilege: Interventions to raise awareness. <i>Journal of Social Issues</i>, 70(4), 722-740.</li> </ul> <p>Video Clip: Women Deny Disabled Man a Handicapped Spot</p>	
<p><b>12</b> <b>11/27/18</b></p>	<p>Racial profiling as a human right violation; Understanding Religious Difference; Religious profiling as human/social right violation and police violence and brutality as human right violations</p> <p>Videos discuss advocacy and strategies against racial profiling; police brutality as a human rights violation; and advocacy against religious profiling.</p>	<ul style="list-style-type: none"> <li>Sadler, M. S. et al. (2012). The world is not black and white: Racial bias in the decision to shoot in a multiethnic context. <i>Journal of Social Issues</i>, 68(2), 286-313.</li> <li>Reck, P. (2015). The influence of community characteristics on police officers' approaches to patrolling Latinos in three towns. <i>Race and Justice</i>, 5(1), 4-32.</li> <li>Maira, S. (2016). Racial profiling in the war on terror: Cultural citizenship and South Asian Muslim youth in the United States. Pp. 444-462 in <i>Contemporary Asian America: A multidisciplinary reader</i>, edited by Min Zhou and Anthony Ocampo. New York University Press.</li> </ul> <p>Video Clip 1: Racial Profiling of Hispanics: What Would You Do? Video Clip 2: Once Upon a Crime: U.S. Police Brutality Video Clip 3: What Would You Do: Waitress discriminates against Muslim Family</p>	

Week/ Date	Topics	Required Readings and Videos	Assignment Due
<b>13</b> <b>12/4/18</b>	Understanding People's Historical Traumas in order to Build Coalitions and Advocate for Social and Environmental Justice; Strategies for advancing human and social and economic rights; strategies for eliminating oppressive structures	<ul style="list-style-type: none"> <li>Mizrabi, T. &amp; Rosenthal, B. (2001). Complexities of coalition building: Leaders' successes, strategies, struggles, and solutions. <i>Social Work</i>, 46(1), 63-78.</li> <li>Lowery, C. T., &amp; Mattaini, M. A. (2001). Shared power in social work: A Native American perspective of change. In H. Briggs &amp; K. Corcoran (Eds.), <i>Social work practice: Treating common client problems</i> (pp. 109- 124). Chicago: Lyceum.</li> <li>Duran, B., Duran, E., &amp; Brave Heart, M. Y. H. (1998).</li> <li>Native Americans and the trauma of history. In R. Thornton (Ed.), <i>Studying Native America: Problems and prospects</i> (pp. 60-76). Madison, WI: University of Wisconsin Press.</li> </ul>	
<b>14</b> <b>12/11/18</b>	How Social Work Professionals Can Play Advancing Human Rights and Social Justice in the U.S.; Black Communities' Access to Resources and Rights; Black Lives Matter Movement  Discussion of Key Lessons Learned	<ul style="list-style-type: none"> <li>Congressional Research Institute for Social Work and Policy. "Ferguson Begs for a Grand Jury Response from Social Work." (Aug. 18, 2014).</li> <li>NASW Statement on Ferguson (Aug. 19, 2014).</li> <li>Takamura, J. (Columbia), "Ferguson and Its Implications for the Social Work Community (Nov. 26, 2014).</li> <li>Dearing, T. "The Unrest in Ferguson is Terrible – Our Response is Just as Bad," <i>Cognoscenti</i> (Dec. 3, 2014).</li> <li>Columbia University's School of Social Work Statement on Black Lives Matter (Dec. 4, 2014).</li> </ul>	<b>Vulnerable Populations Term Paper Due</b>

## V. TEXT AND READING MATERIALS FOR THE COURSE

All required reading materials will be posted at Canvas under this course's website. Readings are due before the day on which they are assigned (See also Assignment Policy).

### Course Web Site

Instructions for accessing Canvas (course website) can be found here:

<https://kb.wisc.edu/helpdesk/page.php?id=62629>

## VI. EVALUATION: Assignments, Grading and Methods

**Overall Course Grading Scale & Standards:** Students' final course grade will be based on the following:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, excellent work in all areas
88-93	AB	Outstanding, excellent work in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in most areas, below in others
70-75	c	Below expectations in most areas, not acceptable work
64-69	D	Below expectations in all areas
<64	F	Course failure

### Assignments, Due Dates, and Points:

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

Assignment	Date Due	Max Points
Attendance	Ongoing	5
Active Class Participation	Ongoing	10
Critical Self Reflection Paper	October 16, 2018	20
Midterm Exam	November 6, 2018	30
Vulnerable and Marginalized Populations Term Paper (Draft: 5 points; final paper: 30 points)	First draft due: Nov. 13; Final version due: December 11, 2018	35
<b>Total Points</b>		<b>100</b>

### Assignment Descriptions, Instructions and Grading Criteria:

#### Attendance:

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.

#### Active Class Participation:

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. 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:

A typed brief summary of the central point(s) or argument(s) of the set of articles (a paragraph is fine; please do not exceed 1 page double spaced) as well as two (2) discussion-style questions about the set of readings. Again, this should be typed on a sheet of paper (hand written summaries & questions will not be graded). Type your name and the date at the top. You will be graded on the quality (how well thought out and how clear) of your summary and questions.

- 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 given a grade but will count toward your participation points.

## Critical Self Reflection Paper:

*Purpose:* The purpose of this assignment is for students to explore and critically reflect on their social identity and social location in order to, one, analyze how their and their family's social location has shaped their privileges and opportunities (or lack thereof), assimilation, and inclusion or exclusion in American society and, two, think about the impact of the student's assimilation on their ability to do competent social work with diverse communities.

*Objective:* Each student will write a 4-5 page paper that examines his/her current social identity, social location and family's history with respect to social processes such as immigration, assimilation, integration, and exclusion. In order to meaningfully do this, the student will take some time to reflect on their own background and upbringing. Second, the student will talk to one or more members of their "family," to understand how the historical experiences of their family members have shaped their *and* their family's current experiences with inclusion in some social institutions and exclusion from other social institutions. (Note: family may mean different things to different people, which is fine). Finally, the student must reflect on how their assimilation might impact their cultural competency. More specific directions are spelled out below.

*Directions:* Each student's paper should specifically address parts a) through d) below:

- A) **Your Background:** Clearly and concisely describe who you see yourself as or how you self-identify (where you grew up, social class or status when you were growing up, heritage language(s) learned (or lost), cultural or religious orientation, your ethnicity and race, gender, age and so on (any other background information you feel comfortable sharing brave enough to share that may help the reader get to know you as a person and make meaningful sense of your or your family's experiences with inclusion or exclusion).
- B) **Background of Your Family**
1. Clearly and concisely describe what you know about your (1) mother, (2) father, (3) any other caregiver (aunts, uncles, relative, friend, etc.); (4) maternal grandparents, (4) paternal grandparents, (5) maternal and paternal great grandparents, and so on.
  2. If applicable, how did your family's ancestors enter into the United States? Were they voluntary or involuntary immigrants; were they economic migrants or refugees; from which country did they emigrate; where and when did they enter the U.S. and where did they resettle initially. Be specific!
- C) **You and your family's experiences with assimilation, inclusion and exclusion in the United States**
1. Since your family's arrival to the U.S., what kinds of opportunities have your family and you had in American society? What opportunities were usually closed off to you and your family? Be specific!  
  
Note: If you do not have any other relatives/family members in the U.S., perhaps because you are an international student travelling by yourself, please think about the individuals who share your ethnic background who have immigrated to the U.S. If you are an American Indian or Native American, immigration to the U.S. doesn't apply to you; however, you would still discuss assimilation and address other questions below.
  2. In what ways were you **and** your family included or excluded/marginalized in the U.S.? For instance, consider your experiences with inclusion/exclusion in schools, workplaces, residential neighborhoods, formal organizations, informal clubs, political institutions, etc.? Who included you/your family and who excluded you/your family? Please be specific!
  3. What role has your perceived social class, gender, and race played in your and your family's experiences with inclusion or exclusion in different places/institutions in American society?
  4. How did you or your family avoid, attempt, or achieve assimilation into American society? (e.g., were names changed to fit into mainstream American society? Were ethnic roots emphasized or

downplayed? Were traditions/language/customs suppressed or passed down?) Did assimilation help or hurt you/your family? Be specific!

5. Would you say that your family has had a fair and equal opportunity to achieve the "American Dream"-please tell us how you are defining this dream-or would you say that they have not had a fair or equal opportunity to achieve this dream? What roles have nativism, racial segregation, poverty, sexism, linguistic and/or religious discrimination, etc. played in this process? Be specific!

Conclusion: Based on your and your family's background and experiences, what conclusions do you personally draw about the extent of your assimilation in the U.S.? How might your current degree of assimilation in American society impact your cultural sensitivity toward others or your ability to do culturally competent social work with other people who are different from you? What do you hope to work on that may help you become more culturally sensitive and competent? Be specific!

*Layout:* The completed assignment should contain 1) a title page containing a useful title, your full name, the course topic, the name of your TA, and the submission date; 2) the body texts (4-5 pages of discussion and presentation of specific examples and evidence that address the prompt); and 3) a "References" page if you cited any interviews or scholarly sources in your paper. Total page count: 5-7 pages, including title page, body texts, and references if applicable (minimum 5 pages; maximum: 7 pages).

*Format:* The paper should be typed, double-spaced with 1-inch margins all around the page. Use APA citation style for in-text citations and references (for this particular assignment you don't have to have running titles!). Use size 12, Times New Roman or a very similar font. Insert page numbers on the bottom right hand corner of your paper starting on the page after the title page. Staple your pages together in this order: title page, body text, reference page--before turning them in. Do not put papers in separate manila folders, clear covers, or binders.

*Standard Expectations:* An "A" paper will demonstrate that it has clearly, coherently, and cogently addressed each of the major tasks (a - d) and all of their clarifying questions in the Directions above. The paper will also properly cite and format any references using the American Psychological Association's citation style guide. Finally, such paper will be virtually free of grammatical, spelling, and punctuation errors. Note: As this essay requires sustained self-reflection, the use of the first person "I" is allowed and encouraged. However, as in most formal academic writing, please refrain from using contraction words (for example, instead of writing "I'm," write out "I am"; instead of "he's," write he is).

*Grading Criteria:*

A = unusually good, very well-written, clear and convincing use of several pieces of evidence

AB to B = well-written, use of several, mostly convincing evidence

B to BC = acceptable writing, use of some evidence but not entirely convincing

BC to C = no major writing problems, attempts to use some evidence

C = does the assignment completely (but evidence is lacking)

D = assignment done partially or with grave errors

F = assignment less than half done

**Midterm Exam:**

The midterm will consist of true/false questions, multiple choice questions, and written questions related to the readings, lectures and lecture materials (e.g. videos), and section discussions up through the day of the midterm.

### **Vulnerable and Marginalized Populations Term Paper:**

*Purpose:* The purpose of this assignment is for students aspiring to become social work professionals to conduct in-depth research into a racialized vulnerable population and to apply the knowledge they have gained from this course to address the central question of how social workers can utilize their professional as well as personal privileges and power to be(come) informed social change agents in existing institutions and for people of vulnerable and marginalized communities. Students will consider strategies for building lasting trust with clients; strategies for challenging institutional oppression and seeking allocation of material and symbolic resources from social institutions; and strategies in advocating for human, social, economic and/or environment justice.

*Objective:* Students will research a specific racialized population, its history of oppression and/or trauma, its major population dimensions and its portrayals across three public arenas in order to think critically about the challenges of and opportunities for serving and advocating for this and other similarly situated vulnerable populations.

*Directions:* Choose a vulnerable and marginalized population within U.S. society that is also a racialized population. (By population, we mean a group of people who inhabitants a particular locale, region, or country. How you define vulnerability and racialization is another thing--see question #1 below). If you are unsure whether the population you have identified is a vulnerable or racialized U.S. population, please run your idea by your TA or me before you start the research or writing. Once you have chosen a population, write a 15-18 page research paper addressing the following five questions and their specifying questions about that population:

1. How (in what ways) is your chosen population a *racialized vulnerable or marginalized* population?
  - a. Into what racial category(ies) has this population been categorized? What meanings and connotations are associated with this racial category and by whom? How have these meanings changed over time, if they have?
  - b. How are you defining *vulnerability and marginalized*? Are you defining those terms according to a population's experiences with historical traumas or subjugation, contemporary traumas or subjugation, imposed racial identity, systemic economic or environmental discrimination, systemic exclusion or disadvantages such as lack of power and/or lack of access to certain environmental, social, cultural/symbolic, economic or political resources, or some other criteria?
2. Provide a concise historical background of your research population or community. This historical context only has to go as far back into history as it is necessary/useful for readers to understand the population's contemporary experiences with institutionalized forms of racism. However, this history must include, at the minimum, the population's places of (re)settlement in the U.S. (unless they are Native Americans) and the peoples or racial categories that they came into regular contact with throughout their history of living in the U.S.
3. Describe this population in terms of *at least* six of the following eight dimensions: (a) its numerical size, (b) social structure, (c) age structure, (d) gender distribution, (e) residential concentrations in the U.S. (along with residential segregation or integration, if data are available), (f) nativity (the percent foreign-born versus U.S.-born), (g) socioeconomic status (as far as SES can be inferred from the data on their average educational attainment, median household income, and/or occupational prestige), and (h) the group's relative political visibility, standing, or power in the U.S. or in their local community, depending on the boundary of your population.

4. Describe the major or most consequential stereotypes about and prejudices against this population/community, as can be found across one or more of the following public arenas (see below), providing concrete examples whenever possible:
  - a. The mass media (film, television, radio, Internet, magazines, novels, plays, etc.);
  - b. Official documents (government policies, reports, studies, etc.); and
  - c. Academia (academic books, articles, reports, etc.).
  
5. What might a *cultural humility approach* to working with this racialized vulnerable population/community look like? To guide you in addressing this question, consider and respond to the questions and sub-questions below:
  - a. What is the cultural humility approach and how is it relevant to the work or compassion (or compassionate work, if you will) that social work professionals are engaged in? Remember to always cite your sources whenever something is not your own personal opinion.
  - b. Knowing what you know about this population (knowledge acquired from doing #1 through #4 above), how might you, as a social work professional, build *lasting trust* with the people in this population/community?
    - i. What would lasting trust look like to reasonable people of different ages in this vulnerable population, and how would you go about creating and cultivating trust with these various groups?
    - ii. What actions (or inactions) on the part of social workers or the institutions which they represent can seriously undermine cooperative working relationships or create sudden shifts in trust?
  - c. How might you, as a social worker professional, *advocate* effectively for this population/community?
    - i. More specifically, how might you as a social work professional or social service professional be an ally to, involve or help this population take collective action against the interpersonal or institutionalized racism which they perceive or experience?
    - ii. How might you use your professional power/authority and privilege to help the people in this population access resources and services from societal institutions?
    - iii. How might you use the privileges of your race, age, gender, formal education, language, etc. to challenge institutional oppression while maintaining lasting trust with people in other vulnerable populations besides the population you have chosen for this assignment?

*Layout:* The completed assignment should contain 1) a title page (containing a useful title, your full name, the course topic, the name of the professor, and the submission date); 2) the body texts (13-16 pages of discussion and presentation of specific concrete evidence and examples); 3) a "References" page which lists any formal or scholarly sources you cited; and 4) any tables, figures, maps, diagrams, appendices, etc. Total page count: 15-18 pages.

*Format:* The paper should be double-spaced with 1-inch margins all around the page. Use the American Psychological Association's (APA) citation style for all in-text citations and references. For this particular assignment, you will need to include a running title. Use font size 12, Times New Roman or a very similar font throughout the paper. Insert page numbers on the top right hand corner of your paper starting on the page after the title page. Staple your papers together before turning them in. Suggested order: title page, body pages, any tables, figures, maps, appendices, and finally the reference page. Do not put papers in separate manila folders, clear covers, or binders.

*Standard Expectations:* An "A" paper will demonstrate that it has clearly, coherently, and cogently addressed all of the central questions (Questions 1 through 5) and each of their specifying questions in the directions above. The paper must draw on at least three (3) academic sources in the syllabus and at least three reliable academic, media, and/or government sources from elsewhere. The paper will also properly cite and format any references using the APA's citation style guide. It will also adhere to the layout and format described above. Finally, such paper will be virtually free of grammatical, spelling, and punctuation errors.

*Grading Rubric:*

- A = unusually good, very well-written, clear and convincing use of several pieces of evidence, deep insightful understanding of the cultural humility approach
- AB to B = well-written, use of several, mostly convincing evidence, good understanding of the cultural humility approach
- B to BC = acceptable writing, use of some evidence but not entirely convincing, some understanding of the cultural humility approach
- BC to C = no major writing problems, attempts to use some evidence, partial understanding of the cultural humility approach
- C = does the assignment completely (but evidence is lacking or understanding about the cultural humility approach is lacking),
- D = assignment done partially or with grave errors F = assignment less than half done

## 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.

**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>

On ways to avoid plagiarism, read: [https://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](https://writing.wisc.edu/Handbook/QPA_plagiarism.html). On ways to quote or paraphrase sources, read: [https://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](https://writing.wisc.edu/Handbook/QPA_paraphrase.html)

**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, exam or group project is due. Doing so would result in assignment penalties as described below. 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 tradeoffs 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.

**24-Hour Cooling-off Period and Request for Regrading of Written Assignments:** When written assignments have been graded and handed back to students, students must wait 24 hours before contacting the TA or professor about any questions or request for regrade. Students have three (3) business days for which to request a regrade of a previously graded written assignment. To request a regrade of an assignment, a student must provide a written (typed) request expressing, from the students' point of view, his/her understanding of the comments/feedback on his/her paper and explaining clearly and precisely how and where his/her paper met or fulfilled the grading criteria as stated on the assignment prompt. An unclear or vague explanation may be grounds for rejecting a request for a regrade. If the instructor decides to grant a regrade, the instructor will reread and regrade the paper. A regrade may result in the grade staying the same (same grade), going up (higher grade), or going down (lower grade). Grades resulting from regrades are final.

**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 reading, 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 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 first be addressed with the TA. If concerns persist or are not adequately addressed, students should notify [jlboogess@wisc.edu](mailto:jlboogess@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](mailto:sarobert@wisc.edu).

**Technology Policy:** The use of laptops, cell phones, tablets, smartphones and other electronic devices is 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, and 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.

**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 within a reasonable amount of time in advance of the end of the semester to explain the situation and make arrangements for making up the required work.

## Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location In Syllabus
<p><b>2.1.2 Engage Diversity and Difference in Practice</b>            Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lectures, readings and discussion sections related to dimensions of diversity and cultural humility, how difference and power shape identities and lived experiences, and how categorization shapes outcomes. (K, S, C&amp;AP)</p> <p>Lectures, readings and &amp; discussion sections exploring interpersonal and structural forms of oppression, including class oppression, racial oppression, gender oppression, and oppressions based on sexual orientation, disability and religion. (K, V, S, C&amp;AP)</p> <p>Videos: (K, V, S, C&amp;AP)</p> <p>Assignment: Critical Self Reflection Paper (K, S, C&amp;AP)</p> <p>Midterm Exam (K)</p>	<p>Weeks 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13 &amp; 14</p> <p>Weeks 4, 5, 6, 7, 8, 10, 11, 12, 13 &amp; 14</p> <p>Weeks 3, 4, 8, 11 and 12</p> <p>pp. 6-8</p> <p>p. 8</p>
<p><b>2.1.3 Advance Human Rights and Social, Economic, and Environmental Justice</b>            Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>Lectures, readings and discussion sections related to dimensions of human rights and socioeconomic justice in both local and global contexts; the kinds of advocacy needed to increase communities' access to rights, resources and representation; and the kinds of collective actions that may be appropriate to eliminate barriers to social justice/ equity. (K, S, C&amp;AP)</p> <p>Videos: (K, V, S, C&amp;AP)</p> <p>Assignment: Vulnerable Populations Paper (K, V, S, C&amp;AP).</p>	<p>Weeks 6, 8, 10, 11, 12, 13 &amp; 14</p> <p>Weeks 8, 11 and 12</p> <p>pp. 9-11</p>

\*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Process