

COURSE TITLE/SECTION: SOCW 7372 (16644) Social Work and Global Justice Issues

TIME: Mondays 1:00pm – 4:00pm

FACULTY: Jody Williams & Aabha Brown **OFFICE HOURS:** By appointment SW413

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****This course syllabus may be amended per the instructor's direction at any point during the semester to enhance learning****

I. Course

A. Catalog Description

Analysis of international political economy and human rights issues; rights and responsibilities of global citizenship; and development of advocacy strategies and skills for achieving social justice goals. Includes study of power and oppression as fundamental to understanding global justice issues in social work context.

B. Purpose

This interdisciplinary course will build practical and theoretical understanding of international political economy and human rights issues; the rights and responsibilities of global citizenship; and effective citizen-advocacy strategies for achieving social justice goals. Central to this course is the study of power and oppression.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

- 1) Demonstrate an understanding of the historical and ideological contexts of international human rights issues, including diverse perspectives and debates on current issues.
- 2) Demonstrate an understanding of the relationship between global citizenship (including human security) and nationalism (including national security).
- 3) Demonstrate an understanding of how the role, rights and responsibilities of national citizenship impact and influence the roles, rights and responsibilities of global citizenship.
- 4) Demonstrate advanced knowledge of theories of and intellectual debates over the nature of power as they relate to global justice issues.
- 5) Demonstrate advanced knowledge of the theories that inform diverse modes of collective action.
- 6) Describe, analyze, evaluate and compare the outcomes of diverse

global advocacy strategies.

III. Course Content

Diverse topics impacting justice on a global scale will be discussed including but not limited to issues related to: war, education, women's issues, poverty, health, environment and advocacy.

IV. Course Structure

This course is a combination of lecture, guest speakers, and group discussion.

V. Textbooks

Mapp, S. (2014). *Human Rights and Social Justice in a Global Perspective: An Introduction to International Social Work*. Oxford University Press.

Kristof, N. and WuDunn, S. (2009). *Half the sky: Turning oppression into opportunity for women worldwide*. Alfred A. Knope.

Pipher, M. (2006). *Writing to change the world*. New York: Riverhead Books.

Additional Required Readings (posted on Blackboard):

Williams, J. (2013). Human security and the welfare of societies. In I. Colby, C. Dulmus & K. Sowers (Eds.). *Social work and social policy: Advancing the principles of Economic and social justice*. Hoboken, NJ: Wiley & Sons Inc.

Goose, S. & Williams, J. (2004). The campaign to ban antipersonnel landmines: Potential lessons. In Matthew, R. A., McDonald, B., Rutherford, K.R., Her Majesty Queen Noor, Axworthy, L., McCartney, H. M., McCartney, P. & Leahy, P. (Eds.). *Landmines and human security*. Albany, NY: State University of New York Press.

VI. Course Requirements

A. Meeting Times

See Section X below.

B. Reading Assignments – 36 points

There will be 6 quizzes over the assigned readings (worth 6 points each). The quizzes will be taken in class in groups and/or individually.

C. Written Assignments (Op/ed–16 pts, Reflection Paper–10 pts, Intro Posts–10 pts)

One of our goals is to help you learn how to use the written word as a tool for activism. You will be required to develop and write one op/ed – on a global justice issue. You must submit the op/ed for publication. You will

also be required to submit a Reflection Paper that integrates your classroom learning with your professional and personal experiences. There will also be an Introduction post that will be required on Blackboard.

We will discuss the specifics of these assignments in class.

D. Advocacy Projects (Group Project – 28 points)

You will break into small groups and develop a project based on a global justice issue (Jody Williams will provide a list of current international issues that you will chose from). Your team will develop goals and objectives for your project, implement the project, and evaluate your effectiveness.

E. Attendance

The success of this course is completely dependent on the interest, investment, and contributions of its members; therefore, attendance and participation are essential. Students will forfeit 5 points per missed 5-hour class and 2 points per 3-hour class from their final grade. Points will also be deducted for quizzes missed due to an absence/tardiness up to the points allocated to that quiz. There are no exceptions, meaning there are no excused absences. In the case of a crisis/emergency, contact Professor Brown to discuss options. Optional extra credit assignments may be offered to off-set point deduction when Instructors are notified of the absence in advance. Extra credit for emergency situations will be decided on a case by case basis.

F. Late Assignments

Submission of a late assignment is unacceptable. Late assignments will only be considered for acceptance IF: 1) the student has significant reasons why the assignment must be late; 2) with the understanding late submission of an assignment will generally result in lowering the earned grade; and 3) only with prior notification and approval of the Instructor.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements.

Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All presentations, papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. It also includes securing another person to complete any required activities, assignments, quizzes, papers, or exams in an online course, or in any on-line environment. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Course Schedule and Reading Assignments

See next page.

WK	DATE	TIME/INSTRUCTORS	READING	DISCUSSION TOPIC	ASSIGNMENT DUE
1	8/28/2015	9:00am - 12:00pm Brown	1. Syllabus 2. Mapp Chs 1, 2, 9 & Appendix A	Syllabus Review	Introduction Post
2	9/3/2015	9:00am - 2:00pm Williams & Brown	1. Human Security 2. ICBL Potential Lessons	What are the elements of sustainable peace? Reading Quiz #1	
2	9/4/2015	9:00am - 2:00pm Williams & Brown	1. Mapp Ch 5 2. Pipher Chs 1-10	Effective Op-Eds Reading Quiz #2	
3	9/11/2015	NO CLASS: Advocacy Project Workday			1st Draft of Project Outline
4	9/18/2015	9:00am - 12:00pm Brown	1. http://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/overview/main	Excavating Activism: Identifying Strategies	
5	9/25/2015	9:00am - 12:00pm Brown	1. Mapp Chs 3 & 6 2. HTS Intro - Ch 3	<i>LOCAL PERSPECTIVE: Guest Speaker: Melissa Torres, PhD</i> Reading Quiz #3	Project Update
6	10/2/2015	9:00am - 12:00pm Brown	1. Mapp Ch 7 2. HTS Chs 10	Education of Girls	Reflection Paper
7	10/9/2015	NO CLASS			1st draft Op-Ed
8	10/16/2015	NO CLASS: Advocacy Project Workday			
9	10/22/2015	9:00am - 2:00pm Williams & Brown	1. HTS Ch 11	Microlending & Poverty Reading Quiz #4	
9	10/23/2015	9:00am - 2:00pm Williams & Brown	1. HTS Chs 6-8	The International Campaign to Stop Rape and Gender Violence in Conflict	
10	10/30/2015	9:00am - 12:00pm Brown	1. Mapp Ch 8 2. Viewing: The Story of Stuff	Environmental Justice Reading Quiz #5	Final Op-Ed
11	11/6/2015	NO CLASS: Advocacy Project Workday			
12	11/13/2015	9:00am - 12:00pm Brown	1. Mapp Ch 10 & Appendix B 2. HTS Chs 12-14	What's Next? Reading Quiz #6	
13	11/20/2015	9:00am - 12:00pm Brown	PRESENTATION DRESS REHEARSALS		
14	12/3/2015	9:00am - 2:00pm Williams & Brown	ADVOCACY PROJECT PRESENTATIONS		
14	12/4/2015	9:00am - 2:00pm Williams & Brown	FINAL REFLECTIONS ON GLOBAL JUSTICE		

IMPORTANT NOTES

Reading Quizzes will be administered in class.

ALL assignments are due by 11:59pm on Blackboard on their designated due date.

XI. Bibliography

The class bibliography will be published on Blackboard throughout the semester along with recommended readings from Jody Williams and Aabha Brown.

XII. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

XIII. Addenda

Classroom Conduct: Respect and confidentiality are cornerstones of the social work profession. These values create a safe space for honest, critical and diverse dialogue. The classroom is a great opportunity to practice these skills to create a richer learning environment for the students and Instructor. The subject matter in this course is complicated and can be controversial. Mutual respect for peers and the instructor is necessary to create an atmosphere of open dialogue, critical thinking and collaboration. *Disrespect will not be tolerated in the classroom and a student may be asked to leave if they are disrupting the ability of others to learn.*

Cell Phones and Electronic Devices: Students are asked to turn off/silence/place in vibrate mode all cell phones and electronic devices during class. Laptops and tablets may be used to take notes only.

****THIS COURSE SYLLABUS MAY BE AMENDED PER THE INSTRUCTOR'S DISCRETION AT ANY POINT DURING THE SEMESTER TO ENHANCE LEARNING****