

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 654**

**Global Social Work: Reflective Practice for Justice and Peace**

**[Add Semester and Year]**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This one-semester course provides an introduction to social work practice in an international context. The emphasis of the course is on understanding cross-cultural peace-building practices using clinical skills such as trauma treatment models and community action activities that build civil society structures and promote the peaceful resolution of socially traumatizing experiences (such as civil wars, genocide, ethnic strife, and natural disasters). The overall value base of the course focuses on a human rights perspective, and the development of individual, family, and community strengths. Since necessary social change occurs through cultural change as well as policy change, the course sensitizes students to diverse cultures through sharing the arts, customs, personal experiences in own and other countries, and the use of the arts for peace-building.

Students will learn about the diverse roles and activities that social workers can undertake in different countries and when practicing in another country, for instance: advocate, a practitioner with individuals, families, and groups, consultant, educator, and researcher. One of the key analytic methods used is to identify global problems and then a country that is most successful in addressing the problem. This affords a global best practices comparative approach to addressing global problems, while simultaneously educating students about policies and practices in other countries.

The course is open to undergraduate and graduate students. Assignments are adjusted according to the student’s academic level and goals. Doctoral students participate as class members, co-teachers, and guest speakers. Typically, students from the course represent at least 10 countries and their conversations with each other in the breakout rooms and class discussions are fulfilling paths to deepen cultural sensitivities and awareness of our common humanity.

An essential aspect of the course is an ongoing experience in an international partnership via videoconferencing with a classroom of students from around the world attending the Masters in Social Work Program at Vytautas Magnus University in Kaunas, Lithuania. Our Lithuanian Professor is Violeta Ivanauskiene, Assoc. Prof. of the Social Work Department, former Vice-Dean of the Faculty of Social Sciences at Vytautas Magnus University, who has decades of experience presenting internationally and has made many distinguished research and service contributions. Students will partner with colleagues in Lithuania to carry out presentations, dialogue with each other on the class blog (http://internationalswedpartners.blogspot.com), and benefit from the discussions. The course gives each student the opportunity to develop her/his conceptualization of international social work practice, including the areas of policy planning, program administration, direct practice, consultation, and research. Students can also continue to keep in touch with each other after the course is over through the student-initiated Facebook page, *Global Social Work: Reflective Practice for Justice and Peace.* The course has been offered every semester for 16 years and has been presented as an example of best practices in international education in a presentation for the Council on Social Work Education, available at: https://works.bepress.com/katherine\_mcrea/28/.

**Relationship to other courses:** This course offers students the opportunity to integrate theories and concepts from human behavior in the social environment, social policy, community organization, research, and practice with individuals and families in a global, cross-cultural context. Assignments are designed to promote students’ integration of readings and discussions so as to promote cross-cultural and global understanding, whether the student’s work is local or in other countries. Readings promote students’ understanding of the impact of migration, poverty, and diversities based on health, sexual orientation, disability, age, and gender on social work practice and policy development in a global context.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 2: Engage Diversity and Difference in Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Puzzling moment/conceptual analysis | K, V, S, C/A |
| **Assignment** | Midterm | K, S |

**Competency 3: Advance human rights and social, economic, and environmental justice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Pekka Kucha | K, V, S, C/A |
| **Assignment** | Midterm | K, V, S, C/A |
| **Assignment** | Final | K, V, S, C/A |

**Competency 5: Engage in Policy Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Assignment | Pekka Kucha |
| **Assignment** | Assignment | Midterm |
| **Assignment** | Final | K, V, S, C/A |

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Assignment | Puzzling moment/conceptual analysis |
| **Assignment** | Assignment | Midterm |
| **Assignment** | Assignment | Final |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Puzzling moment/conceptual analysis | K, V, S, C/A |
| **Assignment** | Midterm | K, V, S, C/A |
| **Assignment** | Final | K, V, S, C/A |

**Course Structure & Teaching Methodology**

The course is a lecture and seminar model. The Zoom platform allows for plentiful conversations between students in breakout rooms as well as during full-class discussions. While Professor [insert professor’s name] is responsible for most of the lectures, Professor [insert professor’s name] contributes in many forms to the discussion and there will be guest speakers as well. PowerPoints and related course materials are available on Sakai so that students can focus on the discussion of readings and global social work experiences with each other and Lithuanian colleagues during class time. Students can also use the [course blog](http://internationalswedpartners.blogspot.com) to further their dialogue. Also, check out and join our student-led Facebook page: Global Social Work, Reflective Practice for Justice and Peace. Students’ presentations and bibliographies will be made available to the entire class as well to further enrich students’ learning opportunities. Students will share emails so they can be in touch across national borders and pursue questions and projects together.

**Methods of Instruction**

**Sakai**

This course will be conducted ***in person*** with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

This course is taught with both didactic material and experiential components. The Ignatian Pedagogy includes the process of praxis – reflection and action which is reflected in the teaching methodology. The classes follow a seminar format and depend heavily on group discussion of topics. The content of the instructor’s presentations may come from additional readings outside the syllabus, designed to augment the readings rather than repeat them.  The discussion is dedicated to students’ clarification of the readings they have done prior to class and to a respectful and stimulating exchange of ideas.  Guest speakers, role play, media, and student presentations supplement the course content. It is expected that course objectives will be achieved through evaluations of students’ performance in each of these areas through class assignments and class participation. To better accomplish these goals, **all electronics must be shut off for the duration of class unless engaged in a class assignment or individual students express the need for a special accommodation to the instructor. The purpose of this protocol is to minimize multitasking, enhance learning from and listening to each other, and encourage the development of a contemplative spirit when considering course content and clinical relationships.**

**Minimum Technical Requirements**

The course is delivered ***in person;*** however, students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**Expectations and Resources for Students**

Each student is expected to read and be familiar with the student handbook and refer to that document with any class concerns. Please familiarize yourself with all content in the [MSW Handbook](https://www.luc.edu/socialwork/student-support/forms/).

The syllabus is a document that provides the framework, schedule, and Course Content/ Mutual Expectations of students and instructors for the course. However, it is important to recognize that unforeseen circumstances lead to changes in assignments, reading, and assignment due dates, some aspects of the course may change. Any modifications/updates/edits in the syllabus will be sent to students via Emails/Sakai if the syllabus is revised. As a result, it is each student’s responsibility to check his or her LUC e-mail, mail folders, and the Sakai website regularly and multiple times during each week through the semester.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation may use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here:

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Help with Mental Health Issues**

During the semester, if you find that health problems, life stressors, or emotional difficulties are interfering with your academic or personal success, and you are therefore finding it difficult to cope or to complete your academic work, please consider contacting the Wellness Center.  Healthcare services, crisis intervention, time-limited individual counseling, and group therapies are free of charge, and strictly confidential, having nothing to do with your educational records.

You can [make an appointment online](http://www.luc.edu/wellness/appointment)**.**You may also call 773-508-2530 for counseling appointments or 773-508-8883 to speak with a nurse about medical concerns. More information is available on the [Wellness Center Website](https://www.luc.edu/wellness). If your medical or mental health condition requires ongoing academic accommodations, please register with Student Accessibility Services [https://www.luc.edu/sac/] and provide me with a copy of your accommodation letter.

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [*Turn-It-In*](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**Recording and Sharing Recordings of Lectures**

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. At the discretion of the instructor, the student might receive permission for audio taping the lectures, on the condition that these audio tapes only be used as a study aid by the individual enrolled in the course.

**Attendance and Class Participation**

*Social Work Comportment and Class Norms*

Social work practice requires the cultivation of unconditional regard, respect, active listening, and sustained engagement.  The classroom is the laboratory that serves to develop these critical clinical skills. The classroom is also seen as a professional community and as such, comes with duties and responsibilities not only between instructor and students but also between students. In order to support this professional development and establish a learning context that mirrors the practice relationship, the following rules will be enforced:

* All phones and handheld devices will be turned off prior to class and must remain off throughout the class.
* Students are expected to display the engagement, respect, and active listening skills employed in clinical practice toward their social work colleagues.
* Students who are not present for student presentations in the class must present a written explanation for the absence. Consistent with professional responsibility in the field, students will be held to standards that reflect how they might conduct themselves in a professional role. In terms of student presentations, this means that students are accountable to each other as well as to the instructor and will be graded not only on their individual performance but also on their professionalism in working with others.
* All papers must be submitted in compliance with the most recent edition of the *Publication Manual of the American Psychological Association* format unless directed otherwise by the instructor.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. Please see the Student Handbook for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading.  The Description of Assignments section of this document reviews the specific points for each assignment.  In general, letter grades are assigned using the criteria below:

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Description** | **Grades and Values** |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%  A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%  B   3.00/84-87%  B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%  C    2.0 /72-75%  C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake course. | D+ 1.33/64-67%  D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** | |

**DESCRIPTION OF ASSIGNMENTS**

All assignments must be submitted prior to/or on the date and time indicated on the course syllabus. All assignments have mandatory due dates. If additional time is needed, permission must be received from the instructor or points will be deducted from the grade. Feedback (aside from a grade) may not be provided to students who submit papers late. To receive a passing grade for the course, ***all*** *assignments must be completed and submitted*. Students must submit all assignments via email to the instructor in electronic version.

Assignments give you the opportunity to develop your **technological literacy.** Your presentations can use Power Point, Prezi, or any other presentation format, and you can embed videos, audio, or other content as you wish. The Pekka Kucha will give you the opportunity to creatively use images to tell your global social justice story. The mid-term is carried out on a blog, so you have the opportunity to work with Blogspot and try out being a blogger. The final assignment is either a traditional paper or a “Ted” talk that allows you to practice the important skill of public speaking using 21st-century media and technology.

The weighting of class assignments is as follows:

|  |  |
| --- | --- |
| **Class Participation** | 15% |
| **Social Justice Pecha Kucha** | 15% |
| **Presentation** | 20% |
| **Mid-Term** | 20% |
| **Final Paper** | 30% |
| **Total** | 100% |

1. **Presentation** as an individual or a group. (20% of grade) You will choose a date to present the last half of our class period. Imagine that you have an unlimited budget and don’t be concerned about that aspect of a program. Visualize yourself making a presentation to the United Nations, proposing the best practices social work program to address specific global social work problems. Of course, you need to ensure that your proposed program is not already happening in your chosen context and consider similar programs that may be applied in other contexts. Please also emphasize the learning from the class about drawing from indigenous knowledge, partnering and empowering local formal and informal organizations and practitioners, and local cultural values. While you will surely carry out additional research, you should also apply the pertinent readings from the course. US students and LT students can co-present, providing fascinating opportunities for comparison since many problems cross national borders (such as trafficking and transmission of diseases such as HIV and tuberculosis), and other problems occur in every country but with culture-specific variations, such as substance abuse and caring for orphans and foster children. Sample presentations that students have carried out in the past have been:

* A program empowering educators in Swaziland to use alternatives to corporal punishment.
* A children’s hotline and letter-writing service.
* An educational program for preventing fistulas in Ethiopian women.
* A post-traumatic treatment program for immigrant victims of political persecution.
* Helping a country mourn the impact of genocide through memorialization.

Format of presentations:

* Make your central points using a presentation slide file that you provide students and faculty at least a day in advance so that students can download and study it.
* Plan to spend about 15 minutes presenting and 10 minutes leading discussion.
* Provide a reference list of further readings on the subject.

1. **Social Justice** **Pecha Kucha** (15% of grade):Describe your personal vision of Global Social Work and your major take-aways from the class, integrating the readings.Check it out on Wikipedia! You will have 3-5 minutes to present your Pecha Kucha and can pick the class session in which to present.
2. The **mid-term exam** (20% of grade) will cover the central readings and topics discussed in class thus far. Three questions will be posted on our blog, http://internationalswedpartners.blogspot.com. Students will post their answers to each question on the blog, and then make another post responding to their colleagues’ answers. This will students the opportunity to dialogue with each other in the U.S. and Lithuania. It is expected that you will demonstrate your application of the course readings in your answers, and cite your sources from the readings. Thus, there will be four total posts you will be making on the blog (answers to three questions and your comments on what others have written). Then, please take all your posts, organize them into one electronic file, and send them to the instructor so for comments and grades. DUE MARCH 16.
3. **Final Assignment, choose one** (30% of grade):
4. **A final paper** that represents your personal formulation of the role of a global social worker, based on: a) your international experiences (in the course and/or otherwise), b) the course readings, and c) other research and sources of information (including presentations by other students). Your paper can cover the same topic as your presentation but will clearly focus on the elements of the role of a global social worker as you envision it for your own practice. While you may use rich personal examples, you are also expected to demonstrate your knowledge of the course readings and concepts. Please turn in digital form.
5. A **personal statement of your vision of Global Social Work, in a form similar to a TED TALK** that we will film. Maximum duration: about 10 minutes. Please turn in written form (digital).
6. **Class participation:** 15% of the grade. There will be frequent break-out groups discussing topics from the readings. All your participation is vital to the learning experience. Class participation is essential for students to get an A.

We will post all the papers and presentations on our blog and Facebook page with your permission. Papers DUE MAY 7.

**Grading criteria for Papers**:

* Originality (10%): The extent to which you take a creative approach to the topic and communicate your own careful reflection about the case and the theory.
* Clarity of Presentation (20%): Do you have a clear introduction and conclusion? Are paragraphs well-organized? Do your ideas follow logically? How is your grammar? Are your ideas clearly stated?
* Use of Theory (25%): Do you present and apply the major concepts of the theory? Are the concepts of one theory differentiated from those of another theory?
* Support for Points (20%): Do you support your points with examples from the case and references to the theory? Is your argument logical and consistent?
* Understanding of course material (25%): Do your topic, your approach to the problem, and your ideas about the case demonstrate your knowledge of the readings and class discussions?

**Reading Assignments**

All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and being prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood.

**REQUIRED TEXT(S)**

* Healy, Lynn M. and Rebecca Thomas. (2020). [International Social Work: Professional Action in an Interdependent World](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=430927&pq-origsite=primo). 3rd edition. Oxford: Oxford University Press. 2008 edition available at Loyola eBooks online, 2020 edition on order by the library.
* Mapp, Susan C. (2008). [Human Rights and Social Justice in a Global Perspective: An Introduction to International Social Work](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?pq-origsite=primo&docID=415421)*.* Oxford University Press: New York. Available in electronic books online.

**RECOMMENDED TEXT(S)**

* Sen, Amartya. (1999). Development as Freedom. New York: Random House.

Please see Sakai for articles for each week. All required articles and many recommended articles for this course are available on the Loyola web page, *Libraries*, under *Full text online*. There are no e-reserves for this course. The link to information on accessing the E reserves is in the student handbook and on the student link on the school of social work home page

Reserve:

The primary texts as well as other relevant supplementary books are on reserve for this course in Lewis Library.

**COURSE SCHEDULE**

**Module 1 - Introduction, course planning, globalization, and the roles of global Social Workers**

In this class, we meet each other – from many countries, across many seas – and begin to form our global community that will give us a chance to deepen our sensitivity to each other’s similarities and differences across cultural and national borders. We will also make decisions such as – would students like to continue a tradition of “music for break time” in which a student plays a video-music representing their country during our 10-minute break…

Then, this class introduces students to concepts in the areas of globalization and social development, and to the roles of global social workers who, at local levels as well as globally, advance development and peace-building in diverse ways.

**Learning Objectives**

1. Define globalization.
2. Explore global social work roles: Advocacy, education, consultation, community development, practice with individuals and families, policy development
3. Understand the history, definition, and ethics of international social work
4. Critically examine social development and social policies on local, national, and international levels

**Required Content**

* Healey Chapts 1-2
* Mapp, Chapt. 1 International Social Development
* Ahmadi, Nader. (2003). Globalization of consciousness and new challenges for international social work. *International Social Welfare, 12,* 14-23.
* Hugman, R., M. Moosa-Mitha, (2010). Towards a borderless social work: Reconsidering notions of international social work. *International Social Work 53*(5): 629-643.
* Tedam, P. (2013). "What can social workers learn from African proverbs?" The Journal of Practice Teaching and Learning 12(1): 6-21.
* Please watch by Malala Yousafzai: <https://www.youtube.com/watch?v=QRh_30C8l6Y>
* And Mallence: <https://www.youtube.com/watch?v=AfnruW7yERA> (thanks to Immanuel David, a global social work student from Nigeria now getting his Ph.D. in Lapland, for sharing this)

**Module 2 - International Social Work and advancing human rights**

This class introduces students to human rights as defined by the United Nations and the field of social work and examines human rights ideas in relation to concepts of self-determination, freedom, and development**.**

**Learning Objectives**

1. Discuss human rights and how social workers advance them.
2. Examine self-determination in a global perspective
3. Analyze concepts of freedom and development: a global perspective
4. Appraise transnational values and ethics for global social workers

**Required Content:**

* Healy Chapt 3, Chapter 4 Global Issues
* Mapp, Susan C. (2008). Chapter 2, Human Rights
* Dibbets, A. and Q. Eijkman (2018). "Translators, Advocates or Practitioners? Social Workers and Human Rights Localization." Journal of Human Rights Practice 10(2): 212-228.
* Sen, A. (1998). The possibility of social choice. Nobel Prize in Economics Award Lecture. Available at: <http://nobelprize.org/economics/laureates/1998/sen-lecture.html>.

**Recommended Content:**

* United Nations’ Universal Declaration of Human Rights (1948): http://www.un.org/en/documents/udhr/index.shtml
* Jurkuviene, Ramune and Harrison, D. (2005) What kind of freedom? A narrative of change. *Social Justice in Context, 1,* 93-96.
* Ewalt, P. & Mokuau, N. (1995). Self-determination from a Pacific perspective. *Social Work*. 40(2), 168-175.
* Garrett, Jan. (2003). Amartya Sen’s Ethics of Substantial Freedom. Available at: <http://people.wku.edu/jan.garrett/ethics/senethic.htm>.

**Module 3 - History and contexts for global social work practice**

Global social work takes place in contexts that are organizational as well as cultural and national. This class explores the organizational contexts of global social work that social workers have founded, organizations within which global social workers work, and also multidisciplinary community partnerships global social workers have created with community members and other professionals such as lawyers and physicians. Best practices models for creating community organizations effective in advocacy are examined.

**Learning Objectives**

1. Describe the history of global social work
2. Identify and describe organizations that are the context for global social work
3. Recognize interdisciplinary community development in global social work
4. Define and illustrate representative Peace-building processes

**Required Content:**

* Healy, Chapter 5 International Social Welfare Organizations and their Functions
* Chapter 6: International Professional Action
* Chapter 7: Social Work around the World Today
* Grodofsky, Merav Moshe. (2007). The Contribution of Law and Social Work to Interdisciplinary Community Development and Peace Building in the Middle East. *Journal of Community Practice*, *15*, 45-65.
* Torres, Maria Idali. (2005). Organizing, educating and advocating for health and human rights in Vieques, Puerto Rico. *American Journal of Public Health*, *95*, 9-12

**Module 4 - Poverty, structural violence, stigma, and initiating virtuous social cycles**

Poverty is one of the most serious social problems with every country has to grapple. This class introduces students to poverty, structural violence, effective ways of tackling those problems, and the notion of a “virtuous social cycle” that individuals, including social workers, can initiate to tackle those problems.

**Learning Objectives**

1. Define Global Poverty: What is it? Is it irremediable?
2. Examine empowerment and micro-lending: Grameen Bank
3. Recognize and describe structural violence
4. Examine stigma and its relation to poverty and disease
5. Discuss initiating a “virtuous social cycle”

**Required Content:**

* Castro, Arachu PhD, MPH; Farmer, Paul MD, Ph.D. (2005). Understanding and Addressing AIDS-Related Stigma: From Anthropological Theory to Clinical Practice in Haiti. American Journal of Public Health, 5(1), 53-59.
* Onwuegbuchulam, S. P. C. (2018). "A Capability approach assessment of poverty in the sociopolitical history of South Africa KwaZulu Natal." Journal of Poverty 22(4): 287-309.
* Lister, R. (2015). "‘To count for nothing’: Poverty beyond the statistics." Journal of the British Academy 3: 139-165.
* Muhammad Yunus, The Nobel Peace Prize Lecture, 2006. Grameen Bank. See also: <http://www.grameen-info.org/>
* And watch Roshaneh Zafar of Pakistan: https://www.youtube.com/watch?v=0Jsum\_1oZNA

**Recommended Content:**

* Kathleen Maas Weigert. Structural Violence. In Lester Kurtz (Editor-in-Chief), Vol. [3] of Encyclopedia of Violence, Peace, & Conflict, 3 vols. pp. [2004-2011] Oxford: Elsevier.

**Module 5 - Culture, Global Influences, and Human Development**

There are profound differences in culture that are transmitted to children and to which children as they grow up contribute, and this class examines some of those differences as they impact human development in diverse societies. In addition, there are commonalities in human nature across cultures that are highlighted as well. We will also watch and discuss segments of the film “Dancing in Jaffa” as an example of how the arts can be used for peace-building. (https://www.youtube.com/watch?v=0TTp6Wm9znM)

**Learning Objectives**

1. Analyze cultural and familial transmission of aggression, competition, and competition
2. Compare parenting processes in child development around the world
3. Compare the development of individualistic and community-based self-representations depending on the type of government
4. Describe how conceptualizations of mental health are culture-dependent

**Required Content:**

* Bonta, Bruce. (1997). Cooperation and competition in peaceful societies. *Psychological Bulletin, 121*, 299-320.
* Bornstein, M. H., D. L. Putnick and J. E. Lansford (2011). Parenting Attributions and Attitudes in Cross-Cultural Perspective. *Parent Sci Pract* 11(2-3): 214-237.
* Markova, I., Moodie, E., Farr, R., Drozda-Senkowska, E., Eros, F., Plichtova, J., Gervais, M-C., Hoffmannova, J., & Mullerova, O. (1998). Social representations of the individual: A post-Communist perspective. *European Journal of Social Psychology, 28,* 797-829.
* Wong, Yuk-Lin Renita & Tsang, A. Ka Tat, (2004). When Asian immigrant women speak: From mental health to strategies of being. *American Journal of Orthopsychiatry, 74*, 456-466*.*

**Module 6 - Gender-based discrimination and social work interventions to respond**

Gender discrimination is a worldwide problem and a global issue in that many oppressions of women across international borders. This class examines gender-based oppressions in diverse societies and the concept of oppressions that are “imbricated” in contexts relative to colonization, racism, and other inequalities.

**Learning Objectives**

1. Examine gender-based inequalities and advocacy for women’s human rights
2. Compare processes of oppression of women and local and national policy levels
3. Describe trafficking, prostitution, and social work responses
4. Identify and discuss women’s entrepreneurship and remedies for economic inequality

**Required Content:**

* Check out Milck’s video I can’t keep quiet at the women’s march on Washington, and how it went viral globally – Canada, Ghana, Sweden, and India! #icantkeepquiet
* Mapp, Susan C. (2007). Chapter 7: Issues Particularly Affecting Women
* Puidokiene, D. and J. Pertulla (2014). The healing relationship for women in prostitution published online, Research gate.
* Kristof, Nicolas, and Cheryl Wudun. (2010). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage.
* Bianco, M. E., M. Lombe and M. Bolis (2017). Challenging gender norms and practices through women’s entrepreneurship. *International Journal of Gender and Entrepreneurship* 9(4): 338-358.
* Gill, A. and T. Pires (2019). From Binary to Intersectional to Imbricated Approaches: Gender in a Decolonial and Diasporic Perspective. *Contexto Internacional* 41(2): 275-302.

**Recommended Content:**

* Gallagher, N. (2005). Amnesty International and the idea of Muslim women’s human rights. *Journal of Mideast Women’s Studies, 1,* 96-107.
* Deif, Farida. (2005). Divorced from justice. *Journal of Middle East Women’s Studies, 1,* 108-115.

**Module 7 - Understanding and remediating dehumanization and violence**

How does it happen that good people do “evil” things? What makes someone commit heinous acts such as terror? What are the consequences for persons following horrors such as genocide? This class tackles these important problems, that every country faces to some degree and in some way, and with which global social workers necessarily grapple.

**Learning Objectives**

1. Define and identify ethnocentrism, race, and racism
2. Examine war, genocide and its aftermath
3. Investigate dynamics that provoke people to terrorist acts
4. Explore heroism and resistance

**Required Content:**

* Mapp (2007). Chapter 5 War and Conflict
* Watch and be prepared to comment on “Race: The Power of an Illusion.” On Youtube: https://www.youtube.com/watch?v=B7\_YHur3G9g
* Pham, Phuong N., Weinstein, Harvey, Longman, Timothy. Trauma and PTSD symptoms in Rwanda: Implications for attitudes toward justice and reconciliation. *Journal of the American Medical Association*, *292 (5),* 602-612.
* Post, Jerrold. (2005). The new face of terrorism: Socio-cultural foundations of contemporary terrorism. *Behavioral Sciences and Law*, *23*, 451-465.
* Zimbardo, Philip. (2007). *The Lucifer Effect: How good people turn evil*. New York: Random House. Chapter 1: The psychology of evil; Chapter 16: Resisting situational influences and celebrating heroism. If you can’t access the book, see his TED talk (<https://www.ted.com/talks/philip_zimbardo_the_psychology_of_evil?language=en>) and also his website on the book: <http://www.lucifereffect.com/index.html> and the Stanford Prison Experiment: <http://www.prisonexp.org/>.

**Recommended Content:**

* Bloom, Mia. (2005). Mother, daughter, sister, bomber. *Bulletin of the Atomic Scientists.* 54-62.
* Garbarino, J. & Kostelny, K. (1996). The effects of political violence on Palestinian children’s behavior problems: A risk accumulation model. *Child Development*, *67*, 33-45.

**MID-TERM BLOG POSTS SHOULD BE COMPLETED AND SENT IN SEPARATE FILE TO INSTRUCTOR**

**Module 8 - National and community-based efforts at reconciliation and peace-building in the wake of violence**

This class addresses the question of how, at a macro-level, nations strive to respond to build peace following the horrors of genocide and other societal-level traumas such as occupation and apartheid. Global social workers often face serious dilemmas in NGOs in countries where governments carry out atrocities against persons and need to be prepared to manage their ethical dilemmas, which this class addresses as well.

**Learning Objectives**

1. Explore community interventions designed to promote justice and remediate the impact of trauma
2. Explore mourning and reconciliation efforts to prevent violence in the face of protracted ethnic and racial oppression at the national and local levels
3. Examine grass-roots efforts to build peace when national efforts fail
4. Ponder and discuss dilemmas of human rights practitioners in conflict with governments

**Required Content:**

* Bell, Daniel, and Carens, Joseph. (2004). The Ethical Dilemmas of International Human Rights and Humanitarian NGOs: Reflections on a Dialogue Between Practitioners and Theorists. *Human Rights Quarterly,* 26, 300-329.
* Herwitz, Daniel. (2005). The future of the past in South Africa: On the legacy of the TRC. *Social Research, 72,* 531-548.
* Awoh, E. L. and W. G. Nkwi (2017). "South Africa and Rwanda: Truth and Reconciliation Commissions, Peacebuilding, Religious and Local African Authorities in Conflict Situations." Conflict Studies Quarterly (20): 20-33.
* Cook, K. and Powell, Chris. (2003). Unfinished business: Aboriginal reconciliation and restorative justice in Australia. *Contemporary Justice Review, 6,* 2779-291.
* Bender Shetler, J. (2010). Historical memory as a foundation for peace: Network formation and ethnic identity in North Mara, Tanzania. *Journal of Peace Research 47*(5): 639-650.

**Module 9 - Group and individual healing processes in response to traumatizing violence**

This class continues the focus on healing at different levels of systems by addressing community-level interventions following the genocide. Examples come from the genocide of the Maya in Central America, community-level frameworks for healing trauma, social workers partnering with community “intermediaries” for transitional justice, and grounding social work concepts in indigenous belief systems using the example of the Maori in New Zealand.

**Learning Objectives**

1. Discuss culturally-faithful group treatment for Mayan children traumatized by the genocide of their families
2. Examine the individual treatment of post-traumatic stress disorders: Context of South Africa
3. Explore the importance of supervisory support and developing supervision to sustain quality in social work practice
4. Examine Mayan women intermediaries supporting healing from genocide and sexual violence

**Required Content:**

* Lykes, M. B. (1994). Terror, silencing, and children: International multidisciplinary collaboration with Guatemalan Maya communities, Center for Human Rights and International Justice, Center Affiliated Faculty Publications, Boston College**:** 1-22.
* Kasiram, M. and V. Khosa (2008). Trauma counseling: Beyond the individual. *International Social Work* **51**(2): 220-232.
* O'Donoghue, K. and M. s. Tsui (2011). Towards a professional supervision culture: The development of social work supervision in Aotearoa New Zealand. *International Social Work* **55**(1): 5-28.
* Távara, G., M. Brinton Lykes and A. Crosby (2017). "Standing in Between: The Healing Praxis of Mayan Women Intermediaries in Post-Genocide Guatemala." Women & Therapy 41(1-2): 30-51.

**Module 10 - Accompaniment and environmental social work in global perspective**

This class addresses healing at the individual system level using the concept of accompaniment. Many global problems present social workers with such an array of complex issues that have not previously been addressed and for which no models exist. Accompaniment has been developed as a model for those situations and is presented here, in the context of community-based advocacy and accompaniment of immigrants. Increasingly global warming confronts social workers with environmental threats and disasters that require action and relief. What can one person do? Examples in this class address that question.

**1. Accompaniment**

**Learning Objectives**

1. Explore accompaniment as a response to global problems including:
   1. Disaster relief (example of Haiti)
   2. Refugee persecution
2. Explore accompaniment as an approach to building social policy from community action

**Required Content:**

* Wilkinson, M. T. and K. A. D’Angelo (2019). Community-based accompaniment & social work—A complementary approach to social action. *Journal of Community Practice* 27(2): 151-167.
* Villarreal Sosa, L., S. Diaz and R. Hernandez (2018). Accompaniment in a Mexican immigrant community: Conceptualization and identification of biopsychosocial outcomes. *Journal of Religion & Spirituality in Social Work: Social Though*t 38(1): 21-42.

**2. Environmental social work practice from a global perspective**

**Learning Objectives**

1. Examine the climate crisis and the power and insufficient impact of youths’ voices as wake-up calls
2. Review community activism for species preservation
3. Conceptualize collective survival and anti-colonial ecosocial work

**Required Content:**

* Greta Thurnberg: Address to U.N.: <https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit>
* Purnima Devi Barman and “The Army of Women Saving India’s Storks”: <https://www.aljazeera.com/features/2020/11/8/meet-the-hargila-army-a-battalion-of-indian-women-saving-the>
* and “How one woman convinced a community to love a bad omen”: <https://www.yesmagazine.org/environment/2021/03/15/india-species-conservation>
* Bell, F. M., M. K. Dennis and A. Krings (2019). "Collective survival strategies and anti-colonial practice in ecosocial work." *Journal of Community Practice* 27(3-4): 279-295.

**Module 11 - Child welfare, adoption, and children’s human rights**

This class examines the global problems of the oppression of children by child abuse and neglect, orphanhood with systems unable to provide adequate care, children harmed by macro-system oppressions such as genocide, global health crises such as AIDS, and racism. Potential solutions within a human rights framework are considered, including adoption and foster care.

**1. Care of vulnerable children and developing child welfare infrastructures**

**Learning Objectives**

1. Understand children’s human rights
2. Examine human rights and psychosocial stressors associated with orphanhood, especially due to the AIDs crisis
3. Explore how to develop culturally representative child welfare standards in multiracial contexts with histories of racially-based genocide and oppression
4. Explore culturally respectful international intervention to improve child welfare services
5. Examine ethical elements in clinical research about child development and child welfare

**Required Content:**

* U.N. Declaration on the Human Rights of the Child: <http://www.un.org/cyberschoolbus/humanrights/resources/child.asp>
* Mapp, Susan C. (200). Chapter 4: International child welfare.
* Zeanah, Charles H., Koga, Sebastian, Bogdan, Simion, Stanescu, Alin, Tabacaru, Cristian, Fox, Nathan A., Nelson, Charles A., BEIP Core Group 2006, Ethical Considerations In International Research Collaboration: The Bucharest Early Intervention Project, *Infant Mental Health Journal*, *27*:6, 559-576.

**Recommended Content:**

* Pelkonen, Mijami & Marttunen, Mauri. (2003). Child and adolescent suicide: Epidemiology, risk factors, and approaches to prevention. *Pediatric Drugs*, *5*, 243-266.

**2. Adoption as an example of complexities in fostering children’s human rights**

**Learning Objectives**

1. Examine the crisis in children’s human rights for children growing up without families: death, developmental damage, and institutionalization
2. Develop a multi-cultural perspective on parenting, adoption and the problem of “adoptism”
3. Explore the phenomena of public pressure and sensationalizing that can influence policies
4. Examine gaps between policy goals and the impact of their implementation

**Required Content:**

* Hague Convention on the Protection of Children and Cooperation in Respect of Intercountry Adoption.
* Bartholet, E. (2007). International Adoption: Thoughts on the Human Rights Issues. *Buffalo Human Rights Law Review 13*: 151-203.
* McCrea, Katherine Tyson (in press). “Where’s Beebee?’ The orphan crisis in global child welfare from an autoethnographic perspective.” Invited Book Chapter for: Narrating Social Work Through Autoethnography. S. Witkin (Ed.).

**Recommended Content:**

* Dickens, J. & Groza, V. (2004). Empowerment in difficulty: A Critical Appraisal of International Intervention in Child Welfare in Romania. *International Social Work, 47,* 469-487.
* Gray, M. & Valentine, B. (2005). Devising Practice Standards for Aboriginal Out of Home Care. *Illinois Child Welfare, vols 1-2.* Available at www.illinoischildwelfare.org.
* Safman, R. M. (2004). Assessing the impact of orphanhood on Thai children affected by AIDS and their caregivers. *AIDS Care* 16 (1): 11.
* Roby, Jini & Shaw, Stacey (2006). The African orphan crisis and international adoption. *Social Work*, *51,* 199-210.
* Wilson, Samantha & Gibbons, Judith. (2005). Guatemalan perceptions of adoption. *International Social Work*, *48*, 742-752.

**STUDENT PRESENTATIONS WEEKS 12-14 so readings are reduced**

**Module 12: Human rights of persons with disabilities: International action**

There is a growing international movement for the human rights of persons with disabilities, and key concepts in the movement are described, including supported decision-making, de-institutionalization, and alternatives, and social as opposed to medical models of disability.

**Learning Objectives**

1. Critically analyze the medical and social models of disability
2. Investigate new frontiers: Supported decision-making
3. Explore de-instutionalization and alternatives: community and family support

**Guest speakers on the U.N. Convention on the Rights of Persons with Disabilities and advocating for human rights of persons with disabilities**

Professor Jonas Ruskus, Vytautas Magnus University

**Required Content:**

* Sir Robert Martin, New Zealand: <https://www.rnz.co.nz/news/national/406429/new-year-honours-robert-martin-receives-knighthood-for-services-to-people-with-disabilities>
* See this video: <https://www.youtube.com/watch?v=hLPk_Cnb2vI>
* Paper in process: Ugnė Gudelytė, Jonas Ruškus, Katherine Tyson McCrea: “Help me to decide”. Developing human rights-based social services for persons with intellectual disabilities through supported decision making.

**Module 13 - Carceral states and alternatives: Global comparisons**

While all societies imprison persons, there are profound variations in the societal rationales for these prisons and their administration. This class presents cross-national perspectives with a focus on the “moral performance” of prisons, uses of prisons to enforce white supremacy and genocidal racial oppressions, and alternative responses to persons in conflict with the law that deepen knowledge of the moral imperative for humane prisons and demonstrate it is possible to do better than we do in the U.S.

**Learning Objectives**

1. Analyze prisons as capsules of genocidal processes occurring in societies
2. Examine the “Moral life” of prisons as preparing persons for re-entering society
3. Explore an example of open prisons in Finland

**Required Content:**

* “How Finland’s Open Prisons Compares to the U.S.”: <https://www.wbez.org/stories/how-finlands-criminal-justice-system-compares-to-the-us/288505cf-365b-4508-a850-5106f551ce3e>
* Sanhueza, G. E. and J. Candia (2019). Access to healthcare in Chilean prisons: an inmates' perspective. *Revista Española de Sanidad Penitenciaria* 21(1): 5-10.
* Liebling, A. (2011). Moral performance, inhuman and degrading treatment, and prison pain. *Punishment & Society* 13(5): 530-550. (UK Perspective)
* U.S. perspective: Michelle Alexander (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness.* Available through electronic books online
* https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/detail.action?docID=5651869

**Module 14 - Integration and Conclusions**

This class gives students the opportunity to integrate key ideas from the class and revisit concepts they want to understand more deeply. Students present their TED talks or global social work papers and inspire each other! We celebrate our global community together.

**Learning Objectives**

1. Deepen understanding of how social work as a profession contributes to global welfare
2. Examine how to strive to influence global policy

**Required Content:**

* Healey, Chapter 12: Understanding and Influencing Global Policy
* Chapter 14: Social Work as a force for Humane Chang

**COURSE FEEDBACK & SYLLABUS REFERENCES**

You will receive an email communication near the end of this semester from the Academic Dean of the School with regard to your feedback for this course related to the content, assignments, instructor support, etc.

Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is most valuable for me as an instructor and affects future teaching and revisions to this course.

**SUPPLEMENTAL RESOURCES**

**Book on reserve:**

Zimbardo, Philip. (2007). *The Lucifer Effect: How good people turn evil*. New York: Random House. See also his website on the Stanford Prison Experiment: http://www.prisonexp.org/.

**Supplemental Reading List**

Benard, C. (2002). *Veiled Courage: Inside the Afghan Women’s Resistance.* New York: Broadway Books.

Breton, Margot. (2002). A rewarding group worker’s journey. *Social Work with Groups*, *25*, 23-29.

Garbarino, J., Bradshaw, C.P. & Vorrasi. (2002). Mitigating the effects of gun violence on children and youth. *The Future of Children*, *12,* 72-85.

Govier, Trudy & Wilhelm Verwoerd. (2000). Trust and the problem of national reconciliation. *Philosophy of the Social Sciences, 32,* 178-205.

Gray, M. & Valentine, B. (2005). Devising Practice Standards for Aboriginal Out of Home Care. *Illinois Child Welfare, vols 1-2.* Available at www.illinoischildwelfare.org.

Gray, Mel & Fook, Jan. (2002). Issues in defining “Universal Social Work”: Comparing social work in South Africa and Australia. *Maatskaplike Werk/Social Work, 38,* 363-376.

Hart, Paul ‘t & Gustavsson, Jacob. (2002). Foreign economic crisis, reformist leadership, and policy change: Lessons from Australia and Sweden. *Administrative Theory and Praxis, 24,* 145-174.

Hart, Paul ‘t, Heyse, Liebet, & Boin, Arjen. Guest Editorial Introduction New Trends in Crisis Management and Crisis Management Research: Setting the Agenda. *Journal of Contingencies and Crisis Management,* *9,* 181-188.

Hosseini, Khalid. (2008). *A Thousand Splendid Suns.* Riverhead, Penguin: New York.

Kidd, Sean A. & Kral, Michael J. (2005). Practicing participatory action research. *Journal of Counseling Psychology*, *52*, 187-195.

Laws, S., Harper, C., & Marcus, R. (2003). *Research for Development: A Practical Guide.* Newbury Park: Sage.

Leggett, Ted. (2005). Just another miracle: A decade of crime and justice in democratic South Africa. *Social Research*, *72*, 581-604.

Lopez, Linda. (2005). Advancing human rights policy; Does grassroots mobilization and community dispute resolution matter? Insights from Chiapas, Mexico. *Review of Policy Research*, *22,* 77-92.

Manning, Nick & Shaw, I. (1998). The transferability of welfare models: A comparison of the Scandinavian and State Socialist models in relation to Finland and Estonia. *Social Welfare Policy and Administration, 32*, 572-590.

Pettifor, Jean L. (2004). Professional Ethics across National Boundaries. *European Psychologist, 9,* 264-272.

Rapp, C., Shera, W., & Kisthart, W., (1993). Research strategies for consumer empowerment of people with severe mental illness. *Social Work, 38*, 727-735.

Ryan, Marilyn (2000). Learning to care for clients in their world, not mine. *Journal of Nursing Education*, *39*, 401-8.

Saul, John S. (2004). The hares, the hounds and the African National Congress: On joining the Third World in post-apartheid South Africa. *Third World Quarterly, 25,* 73-86.

Shah, Niaz. (2005). The Constitution of Afghanistan and Women’s Rights. *Feminist Legal Studies, 13,* 239-258.

Templeman, Sharon B. (2004). Social Work in the New Russia at the Start of the Millennium. *International Social Work, 47*, 95-107.

Tetreault, Mary Ann. (1999). Sex and violence: Social reactions to economic restructuring in Kuwait. *International Feminist Journal of Politics, 1,* 237-255.

Tomasello, M., Carpenter, M., Call, J., Behne, T. & Moll, H. (2004). Understanding and sharing intentions: The origins of cultural cognition. *Behavioral and Brain Science*.

Williams, D.M. (2000). Representations of nature on the Mongolian steppe: An example of scientific knowledge construction. *American Anthropologist, 103,* 503-519.

**Recommended films:**

*Little Town of Bethlehem*: Documentary about the non-violence movement in Palestine and Israel

*The Lives of Others*: film from the perspective of a member of the Stasi (secret police) in East Germany

*Black Diamond:* fiction but documenting both how militias traumatize children and the international exploitation that occurs (in this case, in the diamond industry)

**Websites**

Peacebuilding:

<http://www.israelovesiran.com>

Human development and capability association (Founded by Amartya Sen):

http://www.capabilityapproach.com/About.php?aboutsub=about0&sid=b09da7f84d9381d9d4f12fdbf75febc1.

For professional associations of global social workers:

International Association of Schools of Social Work: <http://www.iassw-aiets.org/>

The International Federation of Social Workers (IFSW): http://www.ifsw.org/

Global Awareness Society International: http://orgs.bloomu.edu/gasi/philo.php