

**SPRINGFIELD COLLEGE
SCHOOL OF SOCIAL WORK
SYLLABUS – SPRING 2017**

**I. COURSE TITLE: MSSW 613 - SOCIAL POLICY III - POLICY
IMPLEMENTATION: SOCIAL ACTION IN
THE STRUGGLE FOR HUMAN DIGNITY**

COURSE VALUE: THREE SEMESTER CREDITS

INSTRUCTORS: WEEKDAY

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First, they ignore you. Then, they laugh at you. Then, they fight you. Then, you win.

- Mahatma Gandhi

II. COURSE TEXTS AND READINGS

Required Readings:

Haynes, K. & Mickelson, J. (2010). *Affecting change: Social workers in the political arena*. (7th ed.). New York: Prentice Hall.

National Association of Social Work. (2015). *Social work speaks: NASW Policy Statements 2015-2017*. (10th ed.). Washington, DC: Author.

Wronka, J. (2017). *Human rights and social justice: Social action and service for the helping and health professions*. (2nd ed.). Newbury Park, CA: Sage.

There are also a few Internet links and readings on Moodles that the student must read and that are directly relevant to the overall course contents, let alone, major thrusts of Advanced Generalist Practice. Please note that the instructor, pendant upon her or his proclivity and/or style of teaching, may add additional readings as deemed relevant to essential themes of the course. Finally, please refer to the former readings in Policy II, particularly, David Gil's *Confronting social injustice and oppression: Concepts and strategies for social workers* (2013) and Deborah Stone's *Policy Paradox* which should also be helpful as you develop direct non-violent social action strategies to move toward the resolution of a particular social issue.

Recommended Readings:

Anaslakus, V. (1999). *Discovering America as it is*. Atlanta, GA: Clarity.

Aristide, J. (2000). *Eyes of the Heart*. Monroe, ME: Common Courage Press.

Aurelius, M. (1990). *Meditations*. New York: Penguin.

Carter, J. (2014). *A call to action: Women, Religion, Violence and Power*. NY: Simon and Schuster.

Carter, J. (2015). *A full life: Reflections at ninety*. NY: Simon and Schuster.

Chomsky, N. (2014). *Masters of Mankind*. Boston: Haymarket.

Chomsky, N. (2012). *Occupy*. New York: Zuccotti Park Press.

Chomsky, N. (1999). *The Umbrella of Power; The Universal Declaration of Human Rights and the contradictions of U. S. Policy*. NY: Seven Stories Press.

Cox, P. & Pawar, M. (2015). *International social work: Issues, strategies and programs*. Los Angeles: Sage.

Danaher, K. (2004). *Ten reasons to abolish the IMF and World Bank*. New York: Seven Stories Press.

Press.

Danaher, K. (2002). *Corporations are gonna get your mamma*. NY: Common Courage Press.

Farmer, P. , Gutierrez, F., & Weiss-Block, J. (2013). *In the company of the poor*. NY: Orbis.

Fellman, G. (1998). *Rambo & the Dalai Lama*. Albany: State University of New York Press.

Freire, P. (1991). *Pedagogy of the oppressed*. LaVerne, TN: Continuum.

Fourth World University Research Group. (2007). *The merging of knowledge: People in poverty and academics thinking together*. Lanham, MD: University Press of America.

Gandhi, M. (1993). *The Penguin Gandhi reader*. New York: Penguin Press.

Gil, D. (2013). *Confronting social injustice and oppression: Concepts and strategies for social workers*. NY: Columbia University Press. (Strongly recommended)

Healy, L. (2008). *International Social Work: Professional Action in an Independent World*. NY: Oxford.

Healy, L. & Link, R. (2012). *Handbook of international social work: Human rights, development, and the global profession*. NY: Oxford University Press.

International Federation of Social Workers. (1994). *Human rights and social work: A manual for schools of social work and the social work profession*. Berne, Switzerland: Author.

International Federation of Social Workers. (2002). *Social work and the rights of the child: A professional training manual on the UN convention*. Berne, Switzerland: Author.

International Fourth World Movement & Franciscans International. (2015). *Handbook on Implementing the Guiding Principles to Eradicate Extreme Poverty*. Available at: http://atd-fourthworld.org/wp-content/uploads/sites/5/2015/05/2015-09-01-GuidingPrinplsEPRH-HANDBOOK-EN-ATD_FL_Handbook_English_WEB-1.pdf

Korten, D. (2009). *Agenda for a new economy*. San Francisco: Berret-Koehler.

King, M.L. & West, C. (2015). *The radical King*. Boston: Beacon Press.

Lappe, F. & Collins, J. (2015). *World hunger: Ten myths*. Oakland, CA: Grove.

Lama, D. & Tutu, D. (2016). *The book of joy: Lasting happiness in a changing world*. NY: Penguin.

Lifton, R. (2011). *Witness to an extreme century*. New York: Free Press.

Lyons, K., Hokenstad, T., Pawar, M, Huegler, N., & Hall, N. (2012). (Eds.). *The Sage handbook of international social work*. Los Angeles: Sage.

Macarov, D. (2003). *What the market does to people*. Atlanta: Clarity.

Mukherjee, R. (Ed.). (1993). *The Gandhi reader*. New York: Penguin.

Nader, R. (2016). *Return to sender*. Boston: Seven Stories Press

Nestle, M. (2015). *Soda politics: Taking on big soda and winning*. NY: Oxford University Press.

Palmeyer N (2001) *School of Assassins: Guns, greed, and globalization*. NY: Orbis

- Palmeyer, N. (2001). *School of Assassins: Guns, greed, and globalization*. NY: Orbis.
- Perkins, J. (2006). *Confessions of an economic hit man*. NY: Plume.
- Pope Francis. (2013). *Evangelii Gaudiam*. Available on the Internet at: http://www.vatican.va/holy_father/francesco/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium_en.html
- Pope Francis. (2015). *Laudato Si. [Care for the Common Home]*. Available at: http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html
- Robinson, M. (2013). *Everybody matters*. NY: Walker and Company.
- Sachs, J. (2005). *The end of poverty: Economic possibilities for our time*. NY: Penguin.
- Sandel, M. (2013). *The moral limits of markets: What money can't buy*. NY: Farrer, Girous, and Strauss.
- Servaes, J. (2012). *Sustainability, media, and participation in culture*. Chicago: University of Chicago Press.
- Stiglitz, J. (2010). *Freefall*. NY: W.W. Norton.
- Stiglitz, J. (2008). *The three trillion dollar war*. NY: W.W. Norton.
- Stone, D. (2012). *Policy paradox and political reasoning*. New York: W.W. Norton. (Strongly Recommended)
- Tandon, Y. (2015). *Trade is war*. London: OR Books.
- United Nations, Office of the High Commissioner. (2014). *The Convention on the Rights of Persons with Disabilities: Training Guide, No. 19*. NY: Author.
- United Nations Office of the High Commissioner for Human Rights. (2002). *Human rights and law enforcement: A trainer's guide on human rights for the police*. NY: Author.
- United Nations Office of the High Commission for Human Rights. (2016). *Annual report*. NY: Author.
- West, C. & Buschendorf, C. (2015). *Black prophetic fire*. Boston: Beacon Press.
- Wilson, W. (1996). *When work disappears*. NY: Random House.
- World Health Organization. (2014). *Implementation research toolkit: For research on diseases of poverty*. Geneva: Author.
- World Watch Institute. (2016). *State of the world*. New York: W.W. Norton.
- World Watch Institute. (2016). *Vital Signs*. New York: W.W. Norton.

To get the most from this course, read such newspapers as *The New York Times*, *The Boston Globe*, and/or *The Hartford Courant* to keep abreast of contemporary policy issues, in particular, public discourse about them from the local to the global arenas. Knowledge of contemporary issues in such newspapers as those, written by and large for the “educated layperson” should help develop a critical attitude, yet, move toward engaging effectively in creative dialogue concerning socially just policy analyses and actions. Each of those newspapers has its respective website. However, whereas those newspapers tend

engaging effectively in creative dialogue concerning socially just policy analyses and actions. Each of those newspapers has its respective website. However, whereas those newspapers tend to mirror the general *zeitgeist*, it is important to go to other sources, that may not be so reflective of a corporate hegemony. Therefore, should we take Rev. Dr. Martin Luther King's words that "Injustice anywhere is injustice everywhere" seriously, it would behoove us to move beyond our parochial consciousness and adopt an open, if not, global awareness, also consistent with the international commitments of Springfield College and the School of Social Work. Consequently, it would be good to question our more or less parochial attitudes by being aware of alternative viewpoints, such as found at Democracy Now (www.democracynow.org), Alternative Media (www.alternet.org), the United Nations Website (www.un.org), and the websites of the International Association of Schools of Social Work and International Federation of Social Work. Links for those and others can all be found from Dr. Wronka's website, which can be used as a resource: www.humanrightsculture.org (Simply go to the tab "Links" on top.) Keep in mind, however, that to make the world a better place from the meta-macro to the meta-micro (that is, on the global, macro, mezzo, micro, and interpersonal levels), individuals and groups must *choose* their values, for only chosen values endure. Thus, in working on your social action projects it is important to have a "bottom up," grassroots mentality in the sense that our policy makers understand and agree that the will of the people can be the most effective way to move towards a socially just world. The idea of the will of the people is fundamental to socially just policy making can be also be found in all United States state constitutions, "laboratories of democracy," as former Supreme Court Justice Louis Brandeis called them.

III. COURSE DESCRIPTION

The purpose of this course is to develop social action strategies with an advanced generalist social work perspective that pays particular attention to meta-macro (global), macro (whole population), mezzo (at-risk), micro (clinical) and meta-micro (everyday life) approaches to actively implement a socially just policy to deal with a particular social problem. Thus, in Policy III, the struggle continues. Social problems, like human rights, the bedrock of social justice, are interrelated. Furthermore, to engage in social action, one must be persistent, or in the words of James Grant, former director of UNICEF, we must have a "pathological belief in the impossible." Former Supreme Court Justice Louis Brandeis asserted this way: "Most of the things worth doing in the world had been declared impossible before they were done." This action strategy, therefore, should emanate from the "actionable knowledge" learned in the social work curriculum with its emphasis in part upon sound scholarship, quantitative and qualitative research, and a basic understanding of Advanced Generalist Practice, which this course will further hone. Consequently, the social action to be implemented in this class would be solidly grounded, among other things, in first, an understanding of the historical development of social welfare policy, the social work profession, and a survey of social welfare policy in the United States (Policy I) and, secondly, in an awareness of the need for a social change approach to social policy that integrates an understanding of some of the systemic roots of social justice and injustice, a preliminary understanding of the need for a human rights culture, the importance of political argument, an appreciation of controversial issues in social policy, and an initial understanding of select social action initiatives, primarily those that pertain to political action to influence government (Policy

understanding of the need for a human rights culture, the importance of political argument, an appreciation of controversial issues in social policy, and an initial understanding of select social action initiatives, primarily those that pertain to political action to influence government (Policy II).

While implementing particular social action strategies, giving and receiving constructive peer and instructor feedback throughout the course, students will also learn and understand the possibility of other relevant means to enhance well-being, that are consistent with the advanced generalist paradigm of social work. These include, but, are not limited to: an understanding of the meaning of social justice as struggle; an understanding of fundamental principles of human rights documents as a bedrock for socially just actions; learning basic ground rules for social action, creative dialogue, utilizing the internet, testifying, moral education, the establishment of human rights commissions, community organizing, humanistic administration, social entrepreneurship, campaigning for public office, public speaking, grant writing, report writing in general, monitoring the bureaucracy, engaging in the political process, and socially just clinical interventions thereby fulfilling the basic human need for fulfillment of one's potential, the ultimate aim of socially just policies. Please keep in mind that this course also entertains the notion of an "amorphous other," that is, a social and international order (Article 28 of the Universal Declaration) which appears inimical to human need, largely reflective of policies wrought about by major international players, such as the World Trade Organization, the World Bank, the International Monetary Fund and what some have referred to as "corporate hegemony". Let us always keep in mind Rev. Dr. Martin Luther King's words that an "injustice anywhere is injustice everywhere." Consequently, those living in extreme poverty in the so-called "Third World" (even in select pockets of richer countries) are as much our concern, no matter their distance from us.

This course, therefore, with its emphasis upon a "pathological belief in the impossible" is in essence, a kind of "smorgasbord" of social actions strategies with advanced generalist practice at its core. This final course in the policy sequence with a further stress upon "social action" will continue with its Humanics and Holistic emphases, which are, to emphasize, interdependent and overlapping and call for an integration of the mind, spirit (or heart), and body. Also, to be sure, Springfield College comes out of the Judeo-Christian-Islamic tradition. This emphasizes among other things internationalism, that is, everyperson, everywhere has a right to human dignity and rights; the importance of duties to our neighbors broadly defined; and the creation of a socially justice order, including respect for all religions. Regarding the latter, let us keep in mind the words of the XIV Dalai Lama that "all religions share a common root, which is limitless compassion. They emphasize human improvement, love, respect for others, and compassion for the suffering of others. In so far as love is essential in every religion, we could say that love is a universal religion."

The challenge, therefore, is to have a "lived awareness" of principles that speak to millennia of spiritual wisdom, echoed in major United Nations human rights documents, which must be understood not only cognitively, but also, in a heartfelt way, and dragged into our everyday labors. The basic point of this course then is the continual development of social action strategies, which will reflect a general consensus from the global to the local and personal levels of the importance of creating a socially just world, with the Universal Declaration of Human Rights as the centerpiece, and some of its major progeny, that emphasize, among other things, rights of children, women, ethnic and cultural minorities, which, paradoxically, all have corresponding duties. Although the issues are complicated and social justice is, after all is said and done, struggle, the adage that the "sport is worth the candle" is most appropriate here. Social and individual pathology must be tackled in all their ambiguities, both proactively and reactively, but also in ways, that include the voices of the oppressed so that there is a true journeying together.

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IV.

CONCENTRATION YEAR PRACTICE BEHAVIORS

- **Articulates and advocates social work values and ethics among interdisciplinary situations and settings.**
- **Applies an understanding of privilege and power within an anti-oppressive practice.**
- **Engages in practices that advance social and economic justice in agencies and organizations.**
- **Develops and promotes agency policies and professional behavior that affect change.**
- **Builds sustainable strategies for communities and social programs.**

V. COURSE OUTLINE AND READING ASSIGNMENTS

Note: Although the course follows a specific agenda, you are strongly encouraged to first look over all the readings, then begin reading in depth those areas of particular interest. In other words, let the readings “speak” to you. Following such an approach should help you begin working on your particular social action strategy.

MODULE 1: DISCUSSION OF COURSE REQUIREMENTS AND COURSE OVERVIEW.

MODULE 2: THE ROLE OF SOCIAL ACTION IN THE NASW CODE OF ETHICS; NON-VIOLENCE AS THE KEY TO SOCIAL ACTION; THE IMPORTANCE OF RISK TAKING, PERSISTENCE, ADHERENCE TO TRUTH AND ETHICAL PRINCIPLES IN GENERAL; THE QUESTION OF HONED SPIRITUALITY WITHIN AND GOOD DEEDS WITHOUT; SOUL-FORCE AS A UNIFYING CONCEPT.

Required Readings:

On Moodle

- NASW Code of Ethics (pay particular attention to Section 6); Letter from a Birmingham Jail by Martin Luther King; Excerpts from Mahatma Gandhi, Mother Theresa, Lawrence Kohlberg and Marcus Aurelius.

MODULE 3: JANE ADDAMS (SOMETIMES CALLED THE MOTHER OF SOCIAL WORK) AND THE IMPORTANCE OF CIVIL SOCIETY AND CREATIVE DIALOGUE; STRUCTURAL VIOLENCE; THE IMPORTANCE OF SOCIALIZATION; ETYMOLOGICAL ROOTS OF SOCIAL JUSTICE; FOLLOWING ONE’S INSPIRATION

Required Readings:

Required Readings:

On Moodle read excerpt on Jane Addams and reference to the Women's International League for Peace and Freedom (WILPF). Also read Forewords and Prefaces to *Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions* (2017).

MODULE 4: SOCIAL JUSTICE FURTHER DEFINED; SOCIAL POLICY AS THE STRUGGLE FOR IDEAS; CORE NOTIONS OF HUMAN RIGHTS; BASIC ISSUES IN MOVING TOWARD A SOCIALLY JUST WORLD FOR EVERYPERSON, EVERYWHERE; INITIAL PROVISOS FOR THE SOCIAL JUSTICE ADVOCATE; A HISTORY OF THE IDEA AND THE HUMAN RIGHTS TRYPTICH

Required Readings:

Read Chapter 1 in *Human Rights and Social Justice* (N.B. When reading *Human rights and social justice*, be prepared at each class to engage in a discussion as at the end of each chapter, "Questions for Discussion." Also, look at the social action activities at the end of each chapter to help you get a sense of social actions you may wish to engage in for your social action projects. If possible, you may wish to engage in some of them before class begins and discuss your experiences in class. Whereas some of you may have already read that chapter in Policy II, many of the concepts are such that they need not be memorized, but "lived". Treating others with human dignity, for example, as asserted in article I of the Universal Declaration of Human Rights, may require a radical kind of character transformation, rather than simply "knowing" that concept. In brief, reading this chapter again should help you moved towards a "lived awareness" of social work principles, which the International Federation of Social Work has referred to as a "human rights profession".) It would also be helpful, for the time being, to at least peruse ie. Skim the final chapter: Redux: A Human rights/social justice approach to policy assessment and direct non-violent social action: World drug abuse. This perusal should give you a sense of some of the topics to be covered and later discussed more in depth in this course,

MODULE 5: UNDERSTANDING CORE GUIDING PRINCIPLES, AND THEIR INTERDEPENDENCY FOR SOCIALLY JUST SOCIAL WORK PRACTICE AS PERTAINING TO HUMAN DIGNITY, RACE, WOMEN, CHILDREN, ECONOMIC AND SOCIAL JUSTICE, AND CIVIL AND POLITICAL FREEDOMS INDIGENOUS PEOPLES, PEOPLE WITH DISABILITIES (DIFFERING ABILITIES?), ERADICATING EXTREME POVERTY: TOWARD SOCIALLY JUST ACTIONS

Required Readings:

Read Chapter 2 in *Human Rights and Social Justice*. Also read: Sharing my story: Representing Social Work at the United Nations and Select Local Human Rights Activism available at: <http://link.springer.com/article/10.1007/s41134-016-0004-1>

MODULE 6: LEVELS OF INTERVENTION WITH A HUMAN RIGHTS/SOCIAL JUSTICE FRAMEWORK FROM THE GLOBAL TO THE PERSONAL WITH SELECT EXAMPLES PERTAINING TO ALCOHOLISM, AIDS, MENTAL ILLNESS, AND OBESITY; ADVANCED GENERALIST PRACTICE REDUX: META-MACRO, MACRO, MEZZO, MICRO, AND META-MICRO INTERVENTIONS FOR SOCIALLY JUST PRACTICE; AN AWARENESS OF WORLD CITIZENSHIP AND THE NEED TO WORK WITH MULTILATERAL ORGANIZATIONS LIKE THE UN, IMF, AND WORLD BANK; WHOLE POPULATION APPROACHES; GENE SHARP'S SOCIAL ACTIONS

Required Readings:

Required Readings:

Read Chapter 3 in *Human Rights and Social Justice* . Also read Gene Sharp's 198 Methods of Non-Violent Action at: <http://peacemagazine.org/index.php?id=2083>

MODULE 7: WORKING WITH AT-RISK POPULATIONS; SOCIALLY JUST BUSINESS PRACTICE; SOCIAL ENTREPRENEURSHIP; GRANT WRITING; HUMANISTIC ADMINISTRATION; A HUMANISTIC APPROACH TO CLINICAL INTERVENTION; PRINCIPLES FOR THE PROTECTION OF PERSONS WITH MENTAL ILLNESS AND PRINCIPLES OF MEDICAL ETHICS

Required Readings:

Read Chapter 4 in Human Rights and Social Justice

MODULE 8: QUANTATIVE AND QUALITATIVE RESEARCH; THE IMPORTANCE OF A CULTURE OF INFORMED CONSENT; INTEGRATING SOCIAL JUSTICE/HUMAN RIGHTS CONCERNS IN RESEARCH/ACTION PROJECTS; THE HONING OF PUBLIC SPEAKING AND WRITING SKILLS

Read Chapters 5 in *Human Rights and Social Justice*

MODULE 9: GROUND RULES FOR SOCIAL ACTION; REDUX: ADVANCED GENERALIST PRACTICE WITHIN A SOCIAL JUSTICE/HUMAN RIGHTS FRAMEWORK; POLITICAL ARGUMENT: FURTHER UNDERSTANDING AND IMPLEMENTING A HUMAN RIGHTS/SOCIAL JUSTICE APPROACH TO POLICY ASSESSMENT AND DIRECT NON-VIOLENT SOCIAL ACTION

Required Reading:

Read Chapters 6 and 7 in *Human Rights and Social Justice*.

MODULE 10: SELECT POLITICAL ACTIONS FOR SOCIAL WORKERS; INSTITUTIONAL, PROCESS, ELITE, AND OTHER MODELS; THE PRACTITIONER'S ROLE IN POLICY; LOBBYING; TOOLS OF ORGANIZING; MONITORING THE BUREAUCRACY; POLITICAL ACTION COMMITTEES; CAMPAIGNING; BEING A POLITICIAN.

Required Reading:

Read Haynes and Mickelson, chapters 5 through 13.

MODULE 11: INTRODUCTION TO MAJOR CONTEMPORARY ISSUES IN PROFESSIONAL SOCIAL WORK; COMMENTARY ON CHOOSING A TOPIC OF INTEREST TO PRESENT

Required Reading:

Skim *Social Work Speaks* with an eye toward choosing during this module, a specific topic to present in class. In brief, you are to summarize how the author(s) describe the problem, yet paying particular attention to the social actions that they feel can ameliorate the problem, thereby improving the quality of life, the ultimate aim of socially just policies. Following the presentation of the author's analyses and actions, the student will give her/his opinion, based on sound scholarship, and lead a class discussion on the effectiveness of the social actions advocated in order to deal with the problem. Ideally, this discussion should be with a hoped

presentation of the author's analyses and actions, the student will give her/his opinion, based on sound scholarship, and lead a class discussion on the effectiveness of the social actions advocated in order to deal with the problem. Ideally, this discussion should be with a honed awareness of advanced generalist practice embedded within the framework of social justice/human rights. (Please note that if there is more than one student wanting to present a particular problem, students in concert with the instructor will attempt to effectively resolve the issue. Anyway, conflict resolution is an essential aspect of socially just actions, what Gandhi referred to as "dignified compromise".) You are to hand in to the instructor "bullet points" of the main points of the article, with your opinion particularly as pertaining to advanced generalist practice social work, and scholarly references supporting your opinion.

For your convenience, here is a list of the topics in Social Work Speaks:

ADOLESCENT AND YOUNG ADULT HEALTH; ADOLESCENT PREGNANCY AND PARENTING; AGING AND WELLNESS; AFFIRMATIVE ACTION; ALCOHOL, TOBACCO AND OTHER DRUGS; CAPITAL PUNISHMENT AND THE DEATH PENALTY; CHILD ABUSE AND NEGLECT; CIVIL LIBERTIES AND JUSTICE; COMMUNITY DEVELOPMENT; CONFIDENTIALITY AND INFORMATION UTILIZATION; CRIME VICTIM ASSISTANCE; CULTURAL AND LINGUISTIC COMPETENCE IN THE SOCIAL WORK PROFESSION; DEPROFESSIONALIZATION AND RECLASSIFICATION; DISASTERS; DRUG TESTING IN THE WORKPLACE; EARLY CHILDHOOD CARE AND SERVICES; ELECTORAL POLITICS; EMPLOYEE ASSISTANCE; END OF LIFE CARE; ENVIRONMENTAL POLICY; FAMILY PLANNING AND REPRODUCTIVE CHOICE; FAMILY POLICY; FAMILY VIOLENCE; FOSTER CARE AND ADOPTION; GENDER, ETHNIC, AND RACE-BASED WORKPLACE DISCRIMINATION; GENETICS; HEALTH CARE POLICY; HIV AND AIDS; HOMELESSNESS; HOSPICE CARE; HOUSING; IMMIGRANTS AND REFUGEES; INTERNATIONAL POLICY ON HUMAN RIGHTS; JUVENILE JUSTICE AND DELINQUENCY PREVENTION; LANGUAGE AND CULTURAL DIVERSITY IN THE UNITED STATES; LESBIAN, GAY, AND BISEXUAL ISSUES; LONG-TERM CARE; MENTAL HEALTH; PARENTAL KIDNAPPING; PEACE AND SOCIAL JUSTICE; PEOPLE WITH DISABILITIES; PHYSICAL PUNISHMENT OF CHILDREN; POVERTY AND ECONOMIC JUSTICE; PROFESSIONAL IMPAIRMENT; PROFESSIONAL SELF-CARE AND SOCIAL WORK; PROSTITUTED PEOPLE, COMMERCIAL SEX WORKERS, AND SOCIAL WORK PRACTICE; PUBLIC CHILD WELFARE; RACISM; ROLE OF GOVERNMENT, SOCIAL POLICY, AND SOCIAL WORK; RURAL SOCIAL WORK; SCHOOL TRUANCY AND DROPOUT PREVENTION; SCHOOL VIOLENCE; SLAVERY AND HUMAN TRAFFICKING; SOCIAL SERVICES; SOCIAL WORK IN THE CRIMINAL JUSTICE SYSTEM; SOVEREIGNTY, RIGHTS AND THE WELL-BEING OF INDIGENOUS PEOPLES; TECHNOLOGY AND SOCIAL WORK; TRANSGENDER AND GENDER IDENTITY ISSUES; VOTER PARTICIPATION; WELFARE REFORM; WOMEN IN THE SOCIAL WORK PROFESSION; WOMEN'S ISSUES; YOUTH SUICIDE

During this module then, you will be required to choose a topic to present. The instructor will put the topics chosen on the "whiteboard" that day, as well as, Moodle. Whereas you were required to skim *Social Work Speaks* for Module 11 to come up with a topic to present, you will be required to actually read in their entirety the topics that students have chosen. Please pay attention to the topics and page numbers put on the "whiteboard" and Moodle.

MODULES 12, and 13: TOPICS WILL CONSIST OF THOSE THAT STUDENTS HAVE CHOSEN

Required Readings:

Chapters from *Social Work Speaks* as delineated in Module 11. You are to read them entirely in order to engage in a honed discussion on the topic.

Chapters from *Social Work Speaks* as delineated in Module 11. You are to read them entirely in order to engage in a honed discussion on the topic.

MODULE 14: GROUP PRESENTATIONS

VI. METHODS OF INSTRUCTION

Teaching methods are similar to those already mentioned in the previous sequence. To reemphasize, however, most importantly, the aim is to develop a "critical reading" of the materials, rather than adhere to the more traditional "banking method," which Freire in his *Pedagogy of the Oppressed* had mentioned. That is, you are not just "gathering facts" to be put away and stored. Rather, you are looking at the materials in a way that critically evaluates what the authors had said, in order that you come up with your own understanding that you could then dialogue with others and then engage in a constructive social action. Such a critical reading should enrich the social work scholar-practitioner and public-spirited citizen to carry into his or her daily labors a "lived" understanding of the importance of creating a human rights culture, which is a "lived awareness" of human rights principles, including the active implementation of a world of "human dignity" in what Dr. Martin Luther King has referred to as the "Beloved Community."

VII. COURSE ASSIGNMENTS The main assignment for this course is to hand in a group social action project, which is directly consistent with the advanced generalist social work practice paradigm as discussed throughout the social policy sequence and in the Springfield College School of Social Work curricula in general. You are to hand it in on the last day of class, a paper that will address the following points below under Group Project. Roughly, these points elaborate upon those discussed in *Human rights and social justice*. You are also required to present how you worked on this problem and in accordance with the guidelines.

Note: Please pay attention when assignments are due. Whereas the following points under the guidelines may seem daunting, they are not, as the instructor will provide feedback as the course progresses. However, if you are late in handing in parts of this assignment or other assignments, your grade may suffer. This is primarily because you may not have had adequate time to receive feedback and provide changes as necessary. (80% of your grade) An exemplary student project along with an exemplary presentation, including PowerPoints can be found on the Internet at: <http://www.humanrightsculture.org/Research-Action.html> The assignment and presentation are due the last day of class.

Guidelines for Group Project:

1. Define the social problem clearly and concisely so that it is understood by an "educated layperson." Also, describe the problems in terms of human needs. Are we speaking, for example, of biological-material, social-psychological, productive-creative, security, self-actualization, spiritual, and/or other needs?
2. How is the problem related to the idea of social justice as struggle and structural violence? If we consider human rights as the bedrock of social justice, what crucial notions of human rights are we speaking about here? Are there any provisos that we should consider, such as cultural relativism or narrow definitions of the social policy?
3. Discuss the relevant history of the problem and ways that society has dealt with the problem. Include any relevant legislative, judicial, executive action concerning the issue, as well, as non-governmental movements in dealing with the problem. How has public discourse defined the problem?
4. Using Article II of the Universal Declaration of Human Rights as the

the problem. How has public discourse defined the problem?

4. Using Article II of the Universal Declaration of Human Rights as the starting point, discuss the demographics of the problem, paying particular attention to at least three (for the purposes of this assignment) areas of discrimination such as “race, color, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth, or other status” [including, medical condition, marital status, disability, age, sexual orientation, appearance, or whatever else you feel can serve as a basis for discrimination].

Due: Module 4

5. Now go beyond the Universal Declaration and discuss some select crucial notions of human rights in other instruments that might speak to your problem.

These instruments include, but are not limited to: The Convention on the Rights of the Child (CRC); Convention on the Elimination of Discrimination Against Women (CEDAW); Convention on the Elimination of All Forms of Racial Discrimination (CERD); Convention Against Torture (CAT); Convention on the Economic, Social, and Cultural Rights (CESCR); the Convention on the Rights of People with Disabilities (CRPD); Guiding Principles to Eradicate Extreme Poverty; Declaration on the Rights of Indigenous Peoples; Principles for the Protection of Mental Illness, and the Principles of Medical Ethics. You may also wish at this time to go to www.humanrightsculture.org, click on “Human Rights Links” on the left, and then “International Human Rights Instruments” to look for other instruments that might be helpful.

6. How would you deal with the problem your group has decided to work on from an Advanced Generalist Perspective? Include meta-macro (global); macro (whole population); mezzo (at-risk); micro (clinical); meta-micro (everyday life) interventions. Briefly, discuss some select concerns you would have at each level of intervention. Note: This is a very important section, reflective of almost the entire social work curricula. You may wish to break this down into subsections from the meta-macro to the meta-micro.

Due: Module 6

7. Discuss how quantitative and qualitative research could assist in your interventions. What quantitative methods would you use to come up with persuasive numbers that would relate the urgency of the problem? Using a qualitative approach and given the importance of public participation in the policy debates, discuss the perspectives of those affected by the problem concerning how to address the problem. Ideally, you will include at least three voices (generally considered at least 8 in depth qualitative interviews and/or 30-50 persons surveyed, but for the purposes of this assignment you only need to speak with three people). Please quote directly what they have to say and make note of similarities and dissimilarities with their voices. (Do not speak with anyone until they have signed an Ethics Consent Form, similar to one used in Qualitative Research and it is approved by the Instructor.) Now, do a literature review of quantitative and qualitative ways that others have used to address the problem. (Depending on your style, you may wish to do the literature review first).

8. Are there any ground rules that are particularly relevant to your social action, such as keeping to a pathological belief in the impossible, having a playful attitude etc.?

action, such as keeping to a pathological belief in the impossible, having a playful attitude etc.?

9. What select social actions in the political arena can social workers do to affect change in regards to your particular social problem?

Due: Module 10

Note: From this point, groups can use their discretion when to hand in parts of the assignment. You should by now have a good sense of what is required by the instructor. But, it is up to you to determine the further extent of feedback you desire for adequate performance in this class. However, you will be required to present your project on the final day of class with all the information requested. From here on in we will have individual presentations but also with time to break up into groups.

10. Do you and/or your group see any conflicting values you personally must deal with as you engage in this social action to create a socially just world? What constraints, for example, must you deal with as you are trying to create a socially just world for every person, everywhere? Are there any other ethical issues to consider? Also, how do you think you might write a grant for such a problem? How would you go about looking for available and accessible services? How would you use technology?

11. Discuss relevant policy initiatives that are currently dealing with the problem on the local, state, national, and international levels. In dealing with the international, also try to examine whether the nation-state ought to be the adequate frame of reference for assessing services for those in need. What role, do you feel, for example, that the United Nations, World Bank, International Monetary Fund, the World Trade Organization, and/or corporations appear to play in fulfilling and/or negating human need?

12. Discuss how you might construct a persuasive argument referring to issues, such as equity, liberty, security, welfare, efficiency, democracy and the appropriate use of symbols, numbers, metaphors, causes or other literary devices to advance your argument.

13. Provide specific recommendations to deal with the problem in ways that will change behavior, such as appealing to inducements, rules, facts, rights, powers, or any other policy instruments.

14. In addition to social actions in the political arena, discuss at least three other social action strategies that might be advocated by at least three authors that you have read in the course.

15. Provide an annotated bibliography from peer review journals, books, and Internet sources (which you have found credible... remember, the credibility of an internet site is the responsibility of the author). Such a bibliography would also include, therefore, a brief paragraph summarizing the references. Please do not just have Internet citations chosen "higgledy piggledy". Have primarily references from peer review journals and noted authors in the field.

16. Discuss *what you have done* during this time, to ameliorate this problem, making particular note of successes and failures in moving toward an effective solution of the problem. Think here, not only of more or less "traditional" things to do, like giving testimony, writing reports, information packets, or newsletters, but try also to be creative thinking about things like taking out a homepage, making a film, writing some poetry or novel to be published, doing a musical composition or painting a piece of art and/or doing a socially just

newsletters, but try also to be creative thinking about things like taking out a homepage, making a film, writing some poetry or novel to be published, doing a musical composition, or painting a piece of art, and/or doing a socially just clinical intervention.

17. What do you think you learned from the successes and failures of the above interventions? What was your reaction to receiving and providing peer feedback in your groups, as well as, from the class? Do you think such feedback was helpful? Do you feel that you responded in positive ways even though you may have perceived the feedback negative? (Recall here the words of Mother Theresa: “Do good anyway.”)

18. Discuss how the group worked together to study, assess, and the move toward an effective social action strategy to improve the quality of life for those affected by the problem. Are there any constructive comments to share? Can a creative dialogue emanate from this process?

19. Do some individual and group “soul searching” evaluating everything you have done. Making note of some obstacles you faced and overcame or succumbed, what did you do well and what could you have done better? For example, did anything prevent you from acting courageously? What draws were there to remain complacent? Only share what you are willing to share in the group, but you may wish to keep your own personal “moral inventory” of your work, which you can share, of course, with whomever you like.

This entire project is due Module 14, the last day of class. Students will also do presentations the final day of class. Please refer to the books on some pointers for effective public speaking. You can, if you like, use PowerPoint, but it is not necessary. Just please be sure to touch upon all of the points in this assignment, making note of, for example, failures and successes as you have worked to implement a particular policy using an advanced generalist practice framework.

2) The second assignment is to present a topic from *Social Work Speaks*. See Module 10 for a further discussion of this requirement (10% of your grade) Due: Modules 11, 12, or 13 depending on the topic chosen

The remaining 10% will consist of class attendance and participation. Please note that more than one unexcused absence, for the class session might affect your grade. Two absences on the weekend sections and four on the weekday sessions will necessitate that you take the course over.

VIII. CRITERIA FOR GRADING

Your grade will depend largely upon the assignment as described. As a general rule, group members will receive similar grades. Groups tend to do fairly well generally, as members share responsibilities and work cooperatively, lessons to be learned for us all. As required throughout the program, group assignments must be well written, scholarly, integrating reading materials and, in this instance, actual practice interventions. It also must be apparent that groups are working on their social action projects in a timely fashion.

However, in some circumstances, such as consistent individual tardiness; unexcused absences (more than one for the weekend class and more than two for the weekday class); failure to write a three to five page double spaced summary of the readings for a missed class; failure to reasonably cooperate; an **apparent failure to do the readings and participate in class discussions (N.B!)**; and/or failure to hand in assignments on time an individual’s grade might suffer. Please note that it is the student’s responsibility to sign the attendance sheet; write a summary of readings for a missed class; and hand in assignments as due. Because students are

suffer. Please note that it is the student's responsibility to sign the attendance sheet; write a summary of readings for a missed class; and hand in assignments as due. Because students are given ample opportunity for feedback before the final group assignment is handed in, there will be no rewrites after the completion of the semester. Also, instructors will not discuss grades via email.

The instructor will ask you to hand in portions of the assignment as the class progresses. Whereas groups will most likely divvy up the assignments, each individual needs to hand in what they did to other members of the group before handing it to the instructor. In other words, any portion of the assignment handed in, needs to get group feedback. When the assignment is handed in, the instructor will be providing feedback to the entire group, not the individual person. In large measure, therefore, this course simulates to some extent a work environment where the individual is part of a team.

The instructor will let you know how you are doing as you hand in the assignments. Please pay attention to when these portions are due, as well as, any minor modifications to the course as the semester progresses. Everything must be well written and in APA format. Please note that at the end of the semester, you will present your group project to the class. Throughout, please try to have an "open mind." Feedback is extremely important in social action. It is the "breakfast of champions" so to speak, champion in the sense of peacemaker, rather than warrior, a concern and notion "championed" by the late President John F. Kenney and former commencement speaker at Springfield College. When the world praises the peacemaker, then we may know peace, he said. Just listen for feedback then, see what you can learn from your teachers, peers, those you are trying to be of assistance, and also, from yourself, perhaps your best ally, as you work toward the creation of a socially just world, built upon a foundation of human rights and from the local to global levels. But, in your own reflections, please try to never leave behind a "pathological belief in the impossible."

Note: If you wish to submit your project to the student reader in Advanced Generalist Practice, you ought to think about ways to give a synopsis of your project. We will discuss this further in class.

IX: ANCIENT WISDOM

Here is some ancient Latin wisdom to ponder which you may find helpful as you work on your social action projects.

Publicum bonum privato est praeferendum.... Which means?.... The public good must be preferred to the private.

Virtute, non verbis.... With courage, not words.

Sauviter et Fortiter.... Kindly and courageously.

Experientia docet!... Experience teaches!

And remember: *Cantabit vacuus curam latrine viator....* The traveler who has nothing will sing in the presence of a highwayman.

X. FURTHER INFORMATION:

LEARNING AND/OR PHYSICAL DISABILITIES:

"If you have a documented physical, learning, or psychological disability on record with the Director of Student Support Services (748-3768) or the corresponding individual in the School of Human Services, you may be eligible for reasonable academic accommodations to help you succeed in this course." It is your responsibility to request such accommodations in advance to provide appropriate documentation to the Director of Student Support Services. Please let us

Human Services, you may be eligible for reasonable academic accommodations to help you succeed in this course." It is your responsibility to request such accommodations in advance to provide appropriate documentation to the Director of Student Support Services. Please let us know of your request as soon as possible, so that we can work with you and the Director to arrange for reasonable accommodations.

ACADEMIC HONESTY:

Our policy on academic honesty is consistent with the policy put forth by Springfield College. All work submitted must be students' own original work (see page 28 in the School of Social Work's Student Handbook of Policies and Procedures).

XI. BIBLIOGRAPHY

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Bonne chance! (Good luck)!