COURSE DESCRIPTION
This course is an introduction to the human rights and social justice perspectives and how they intersect with social work history, values, ethics, and practice in local and global contexts. Students will learn a practice framework that integrates a human rights perspective promoting the dignity, respect, and well-being of all persons with a social justice perspective which seeks to understand, challenge, and combat oppression, unequal access to resources, and social inequities. Students engage in critical self-awareness and apply an integrated practice framework for use with individuals, families, groups, organizations, and communities that advance human rights and social and economic justice.

The course is divided into four modules:
(1) *The Social Work Profession*: The course begins with an overview of the evolution of the social work profession, its values, the Code of Ethics, and the overarching mission of the profession.

(2) *Social Justice*: This component will trace the evolution in the understanding and definitions of social justice. Students will be exposed to various theories and perspectives of social justice and explore their impact on social work and social policy.

(3) *Human Rights*: This component will trace the origins and evolution of human rights and its impact on society. Students will be exposed to the three “generations” or levels of human rights, and learn about the various organizations guiding the promotion of human rights globally, and how these factors have influenced social work and social policy.

(4) *Integration of Social Work, Social Justice, and Human Rights*: In the fourth component of this course, students will begin to critically analyze the intersection of social work values, human rights, and social justice perspectives and how this integrated approach might influence social work practice. Students will examine diverse social problems and issues through the lens of this integrated approach.

PLACE OF COURSE IN THE CURRICULUM
This is an introductory course covering foundation content on human rights and social justice. It is required for all students.

RELATIONSHIP OF COURSE TO HUMAN RIGHTS, SOCIAL JUSTICE AND WELL BEINGS
This course examines human rights and social justice values, principle, and types of right and their interrelationship with holistic well-being (i.e., physical, mental, social/cultural, economic, educational and political/legal well-being).
### COURSE COMPETENCY OUTCOMES

<table>
<thead>
<tr>
<th>CSWE Competencies &amp; PB</th>
<th>Practice Behavior (PB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1; PB1</td>
<td>Identify as a professional social worker and conduct oneself accordingly. PB 1 Social workers advocate for client access to the services of social work.</td>
</tr>
<tr>
<td>2.1.4; PB1, PB2</td>
<td>Engage diversity and difference in practice. PB1. Social workers recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (Module 2) PB2. Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (Module 2)</td>
</tr>
<tr>
<td>2.1.5; PB1, PB2, PB3</td>
<td>Advance human rights and social and economic justice. PB1. Social workers understand the mechanisms of oppression and discrimination. (Modules 2, 3, 4) PB2. Advocate for human rights and social justice PB3. Social workers engage in practices that advance social and economic justice. (Modules 3, 4)</td>
</tr>
</tbody>
</table>

### COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>CSWE Competencies &amp; PBs</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At the end of this course, learners will be able to articulate and apply how to:</td>
</tr>
<tr>
<td>2.1.1; PB1</td>
<td>PB1. Advocate for client access to the services of social work.</td>
</tr>
<tr>
<td>2.1.4; PB1, PB2</td>
<td>PB1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. PB2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
</tr>
<tr>
<td>2.1.5; PB1, PB2, PB3</td>
<td>PB1. Understand the mechanisms of oppression and discrimination. PB2. Advocate for human rights and social justice PB3. Engage in practices that advance social and economic justice</td>
</tr>
</tbody>
</table>
READINGS
Required Text/s

SOCIAL JUSTICE

HUMAN RIGHTS


Other Required Readings on Electronic Reserves (ERes)
Required course readings are available through the Fordham University Library ERes page http://reserves.library.fordham.edu/eres/coursepass.aspx?cid=8679 (password-master6050)

Supplemental Readings – SEE APPENDIX A

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Practice Behavior</th>
<th>Contribution to final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common assignment 1*: Final Exam (Part A)-Take Home Section</td>
<td>2.1.1, PB1; 2.1.5 PB2, PB3,</td>
<td>15%</td>
</tr>
<tr>
<td>Common assignment 2*: Final Exam (Part B) In-Class Section</td>
<td>2.1.4; PB1, PB2, 2.1.5; PB1, PB2, PB3</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance, Participation (Includes guided instruction)</td>
<td>2.1.1, PB2; 2.1.4, PB1, PB2; 2.1.5, PB1, PB3</td>
<td>10%</td>
</tr>
<tr>
<td>All other assignments added by an instructor (e.g., critical reflection log; see recommended assignments in the Appendix C)</td>
<td>2.1.1, PB2; 2.1.4, PB1, PB2; 2.1.5, PB1, PB2, PB3</td>
<td>45%</td>
</tr>
</tbody>
</table>

*Common assignment is one or more assignment for all sections of the course. Individual instructor will develop additional assignment(s).

See Appendix B for common assignment/sand/or grading rubric. If the common assignment is a paper, the paper must be uploaded onto TK20.

Guided Instruction

To successfully complete this course, students are expected to participate in 15 sessions of one hour and fifty minute class and 10 hours of guided instruction time.
### COURSE OUTLINE

**SWGS 6050 Human Rights and Social Justice**

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Introduction and Overview of the Social Work Profession (Sessions 1 and 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of module</strong></td>
<td>This module introduces learners to the evolution of the social work profession and its foundations in human rights and social justice in promoting individual, family, and community well-being. It address the following key areas of the social work profession: Evolution of the social work profession based on social justice and human rights Social work values and codes of ethics Social work’s history in advancing individual, family, &amp; community well-being</td>
</tr>
<tr>
<td><strong>Competencies to be mastered in this Module</strong></td>
<td>2.1.1, PB1. Advocate for client access to the services of social work. 2.1.4, PB1. Social workers recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
</tr>
</tbody>
</table>
| **Readings** | Required:  
Suggested Readings:  
<table>
<thead>
<tr>
<th>Module 2-1</th>
<th>Social Justice and Oppression (Sessions 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of module</strong></td>
<td>This module introduces the core concepts and evolution of social justice and its relationship to individual, family, and community well-being. The first part of this module addresses: - What is social justice? - Evolution of social justice thought in social work - Critical consciousness and social justice - ‘Positionality’ and critical self awareness - The relationship of social justice to multi-level well-being</td>
</tr>
<tr>
<td><strong>Competencies to be mastered in this Module</strong></td>
<td>2.1.4; PB1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 2.1.4; PB2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 2.1.5; PB1. Understand the mechanisms of oppression and discrimination.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2-2</th>
<th>Social Justice and Oppression (Sessions 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of module</strong></td>
<td>This module introduces the core concepts and evolution of social justice and oppression and their relationship to individual, family, and community well-being. The second part of this module addresses: - The intersection of social justice and oppression - Current perspectives and theoretical and conceptual considerations - Theories of social justice and oppression: Domestic and international - Internalized and externalized oppression and domination - Intersectionality and multiple forms of oppression</td>
</tr>
<tr>
<td><strong>Competencies to be mastered in this Module</strong></td>
<td>2.1.4; PB1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 2.1.4; PB2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 2.1.5; PB1. Understand the mechanisms of oppression and discrimination.</td>
</tr>
</tbody>
</table>
### Module 2-2 Social Justice and Oppression (Sessions 4)

York: Columbia University Press. (Ch 1-Theoretical and conceptual considerations (PP. 1-33), Ch. 2-Oppression: An overview (pp.34-65), [Ch 3-Oppression at the personal level (pp. 67-91, Ch. 4-Oppression at the cultural level (PP-93-125); Ch 5-Oppression at the structural level (pp. 126-158); Ch 6-Internalized oppression and domination, pp. 160—186; Ch. 7-The web: The multiplicity, intersectionality, and heterogeneity of oppression, pp. 188—218], 10-Unpacking our knapsacks of invisible privilege, pp. 287-320)

**Suggested readings:**

### Module 3-1 Human Rights-1 (sessions 5 and 6)

**Description of module**
This module introduces learners to:
- What are human rights?
- History and evolution of human rights
- Human rights framework
- Duty bearers and rights holders
- The relationship of human rights to individual, family, and community well-being

**Competencies to be mastered in this Module**
2.1.5; PB1.Understand the mechanisms of oppression and discrimination; PB2. Advocate for human rights and social justice. PB3. Engage in practices that advance social and economic justice.

**Readings**
**Required Readings**

### Module 3-2 Human Rights-2 (sessions 7 and 8)
## Module 3-2
### Human Rights-2 (sessions 7 and 8)

<table>
<thead>
<tr>
<th>Description of module</th>
</tr>
</thead>
</table>
| - Universal Declaration of Human Rights (UDHR) and the generations of rights  
- Instruments (conventions, covenants, and treaties)Issues for practice realities: Themes and populations  
- Human rights and social justice themes: poverty, gender inequity, racism, heterosexism, mental health stigma, religious discrimination, HIV AIDS, educational inequities, health disparities, classism, immigration  
- Populations and groups often subjected to human rights violations (e.g., children, women, racial/ethnic minorities, older adults, persons with disabilities, prisoners, refugees, asylum seekers) |

<table>
<thead>
<tr>
<th>Competencies to be mastered in this Module</th>
</tr>
</thead>
</table>
| 2.1.4; PB1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
2.1.5; PB1. Understand the mechanisms of oppression and discrimination;  
PB2. Advocate for human rights and social justice;  
PB3. Engage in practices that advance social and economic justice. |

<table>
<thead>
<tr>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Readings</td>
</tr>
</tbody>
</table>
United Nations (2015). Core International Instruments (choose 1-2 instruments to review) [http://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx)  

| Recommend Readings and Resources: |

## Module 3-3
### Human Rights-3 (session 9)

<table>
<thead>
<tr>
<th>Description of module</th>
</tr>
</thead>
</table>
| This modules introduces learners to:  
Organizations responsible for promoting human rights  
Governmental and non-governmental organizations (NGOs)  
The application of domestic and international perspectives on human rights  
Cultural relativism |

<table>
<thead>
<tr>
<th>Competencies to be mastered in this Module</th>
</tr>
</thead>
</table>
| 2.1.4; PB1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
2.1.5; PB1. Understand the mechanisms of oppression and discrimination;  
PB2. Advocate for human rights and social justice;  
PB3. Engage in practices that advance social and economic justice. |

<table>
<thead>
<tr>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Readings</td>
</tr>
</tbody>
</table>
Simmons, L. (2014). Economic Justice, Social Work Education, and Human Rights, in... |
### Module 3-3

**Human Rights-3 (session 9)**

<table>
<thead>
<tr>
<th>TK. Libal, S.M. Berthold, R. Thomas &amp; L. Healy (eds.) <em>Advancing human rights in social work education.</em> VA: CSWE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Functions of the UN (video 48 mins.): <a href="https://www.youtube.com/watch?v=GfVI_s1Pxlk">https://www.youtube.com/watch?v=GfVI_s1Pxlk</a></td>
</tr>
<tr>
<td>United Nations web tv (watch tutorial at: <a href="http://webtv.un.org/watch/tutorial-un-web-tv/1981845946001">http://webtv.un.org/watch/tutorial-un-web-tv/1981845946001</a>) Choose one live or archived meeting or event to watch</td>
</tr>
<tr>
<td><strong>Recommended Readings:</strong></td>
</tr>
</tbody>
</table>

### Module 3-4

**Human Rights-4 (session 10)**

<table>
<thead>
<tr>
<th><strong>Description of module</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This module introduces learners to:</td>
</tr>
<tr>
<td>Challenges of implementing human rights</td>
</tr>
<tr>
<td>Monitoring and evaluation mechanisms for human rights</td>
</tr>
<tr>
<td>United States exceptionalism (What does it mean for the US to exempt itself from ratifying UN conventions?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Competencies to be mastered in this Module</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1; PB1. Advocate for client access to the services of social work.</td>
</tr>
<tr>
<td>2.1.4; PB1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
</tr>
<tr>
<td>PB2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
</tr>
<tr>
<td>2.1.5; PB1.Understand the mechanisms of oppression and discrimination;</td>
</tr>
<tr>
<td>PB3. Engage in practices that advance social and economic justice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Readings</strong></td>
</tr>
<tr>
<td>Ife, J. (2012). <em>Human rights and social work towards rights-based practice.</em> London: Cambridge University Press. (Ch. 5-Human rights and human needs; Ch. 6-Human rights and obligations; Ch. 8-Participation in human rights discourse)</td>
</tr>
<tr>
<td>Module 3-4</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Recommended Readings</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 4</th>
<th>INTEGRATING SOCIAL JUSTICE AND HUMAN RIGHTS IN SOCIAL WORK (AND FINAL EXAM WRAP UP) (Sessions 10-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of module</strong></td>
<td>This module introduces learners to strategies for integrating human rights and social justice to promote well-being in social work practice. It reviews the role of practice models in Well-Being Domains: (1) Economic Well-Being: Poverty, (2) Political Well-Being, (3) Educational Well-Being, (4) Social Well-Being, (5) Mental Well-Being, (6) Physical Well-Being, (7) Spiritual Well-BeingModels for practice: (part 1) micro (part 2) mezzo (part 3) macro (part 4) research and evaluation (part 5) final exam and wrap up</td>
</tr>
</tbody>
</table>
| **Competencies to be mastered in this Module** | 2.1.1; PB1. Advocate for client access to the services of social work.  
2.1.4; PB1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
2.1.5; PB1. Understand the mechanisms of oppression and discrimination  
PB2. Advocate for human rights and social justice  
PB3. Engage in practices that advance social and economic justice. |
| **Readings** | **Required Readings**  
Part 1 and 2-Micro and Mezzo  
<table>
<thead>
<tr>
<th>Module 4</th>
<th>INTEGRATING SOCIAL JUSTICE AND HUMAN RIGHTS IN SOCIAL WORK (AND FINAL EXAM WRAP UP) (Sessions 10-15)</th>
</tr>
</thead>
</table>
  content analysis of the clinical social work and social justice literature. *Journal of Social  
  *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare, and  
  Community*, 29(2), 151-162. |
| Part 3-Macro | Gatenio Gabel, S. (2014). Analyzing social policies from a rights-based approach, in K. Libal,  
  S.M. Berthold, R. Thomas & L. Healy (eds.) *Advancing human rights in social work  
  education*. VA: CSWE. |
|          | Mullaly, B. (2010). *Challenging oppression and confronting privilege* (2nd ed.). New York:  
  Columbia University Press. (Ch. 9-Anti-oppressive practice at the structural level (pp 259-  
  285) |
  York: Columbia University Press. [Ch. 8-Applying human rights to the social work  
  profession]. |
  multiculturalism in social work education, in K. Libal, S.M. Berthold, R. Thomas & L. Healy  
  (eds.) *Advancing human rights in social work education*. VA: CSWE. |
  [Choose 1-2 cases of programs to review] |
|          | Maschi, T., & Youdin, R. (2012). Social worker as researcher: Integrating research with  
  advocacy. Boston: Pearson Publishing. (Chapter 1: Social Work Research and Evaluation:  
  Foundation in Human Rights and Social Justice) |
  Studies. Vermont: Center for Evaluation Innovation. Available at:  
| Recommended Readings | K. Libal, S.M. Berthold, R. Thomas & L. Healy (eds.) *Advancing human rights in social work  
  education*. VA: CSWE. |
Appendix A. Supplementary Readings and Other Resources

SUPPLEMENTARY READINGS ON WELL-BEING DOMAINS

(Listed in alphabetical order: Economic, Educational, Mental, Physical, Political, Social/Cultural, Spiritual)

ECONOMIC WELL-BEING (POVERTY AND ECONOMIC JUSTICE)

Poverty

Economic Justice Issues


EDUCATIONAL WELL-BEING (EDUCATION)


MENTAL WELL-BEING (Mental Health and Trauma)

**Mental Health**


**Trauma**


**PHYSICAL WELL-BEING (HEALTH)**


**POLITICAL WELL-BEING** (CIVIL, POLITICAL & LEGAL)


**SOCIAL WELL-BEING** (SOCIAL INCLUSION)


Document Type: Article | DOI: 10.1606/1044-3894.76


**SOCIAL/CULTURAL WELL-BEING** (CULTURE)


Human Rights and Social Justice– Master Syllabus | AY xxxx-xxxx 15


doi:10.1111/j.1467-9973.2009.01565.x


**SPIRITUAL WELL-BEING (SPIRITUALITY)**


**ARTICLES ON TEACHING SOCIAL WORK, SOCIAL JUSTICE, AND HUMAN RIGHTS**

Articles are available on SWGS 6050 Human Rights and Social Justice Course ERes page


OTHER RESOURCES

EXPERIENTIAL EXERCISES

CASE STUDIES FOR HUMAN RIGHTS
- See also HUMAN RIGHTS/SOCIAL JUSTICE/ LINKS BELOW FOR ADDITIONAL CASE STUDIES: Governmental and Non-governmental Organizations-ADD MORE

PODCASTS
- University of Buffalo Series with Elizabeth Reichert on Human Rights: http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=41
- (note UB has many, many podcasts of experts speaking about relevant topics)
- General website for all their podcasts: http://itunes.apple.com/us/podcast/living-proof-the-podcast-series/id286198045

General Media Sites with Search Options for Social Justice or Human Rights
- YouTube: http://www.youtube.com/
- The Leadership Conference: http://www.civilrights.org/ (has videos +)

Some websites that have curriculum modules and/or manuals
- Amnesty International Training: http://smu.edu/humanrights/
- Social Justice Education and Research: http://slu.edu/s11478.html
- Facing History and Ourselves: http://www.facinghistory.org/video (training modules +)
- Holocaust and Human Rights Education Center: http://www.holocausteducationctr.org/
- Human Rights Education: http://www.humanrightseducation.org/
- Human Rights Resource Center: http://www1.umn.edu/humanrts/edumat/
- International Human Rights Law Video Library: http://www.lawvideolibrary.com/hr/index.htm
- Reichert’s Human rights resource center: http://socialwork.siuc.edu/resourcecenter/welcome.htm
- Teaching Tolerance: http://www.tolerance.org/
- UNICEF-(has videos): http://www.unicef.org/
- University of Buffalo Series with Elizabeth Reichert on Human Rights: http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=41
- Wronka’s human rights culture website: http://www.humanrightsculture.org/

Social Justice Centers
- Applied Research Center: http://www.arc.org/
- Center for Multicultural Education: http://education.washington.edu/cme/
- Henderson Center for Social Justice: http://www.law.berkeley.edu/HendersonCenter.htm
- Julian Samora Research Institute: http://www.jsri.msu.edu/
- Kirwan Institute for the Study of Race and Ethnicity: http://www.kirwaninstitute.org/
- Race and Pedagogy Project: http://rppenglish.ucsb.edu/
- Race: Are we so different?: http://www.understandingrace.org/home.html
- Roy Wilkins Center for Human Relations and Social Justice: http://www.hhh.umn.edu/centers/wilkins/index.html
- Southern Poverty Law Center: http://www.splcenter.org/
- The Race Equity Project: http://lnc.net/equity/
- What is Social Justice?: http://www.uwyo.edu/jrc/Definition.asp
APPENDIX B. COMMON ASSIGNMENT & GRADING RUBRIC

Common Assignment 1

SWGS 6050 Human Rights and Social Justice New Practice Behavior (EP 2.1.1, PB1 Social workers advocate for client access to the services of social work; EP 2.1.5 Advocate for human rights and social justice)

Writing for Social Change Activity (Common Assignment 1)

Directions: Please write a three-four page paper that incorporates a human rights perspective, social work history, and how social workers conceptualized and responded to social problems or conditions. Please use APA style (cover page, double-spacing, 12 point font, one inch margins, citations, and references). Please answer the following questions:

1. Please identify one or more social problems or conditions that social workers responded in the last 19th and 20th centuries (e.g., child abuse, poverty, industrialization, immigration, crime and punishment, racial justice, and women’s rights, disability rights (mental and/or physical health)) (1 page)

2. Please identify social work leaders and/or organizations that worked on this social problem or condition. How did they conceptualize and critically analyze the ‘problem’? How did they respond to the problem using research, practice, and policy advocacy? (1 page)

3. Critically analyze and compare how social workers responded in our early history compared to contemporary social work practice? Please use a human rights framework in both the conceptualization and critical analysis of the problem and response. What might you that is similar or difference? (and please explain your rationale) (1 page)

4. Critically reflect upon what you learned from completing this assignment (1/4-1/2 page page)

Common Assignment 1 Final Exam Part A (Take Home Section)-“Writing for Social Change”

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Not Competent</th>
<th>Developing Competency</th>
<th>Competent</th>
<th>Advanced Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1. Identify as a professional social worker and conduct oneself accordingly. PB 1 Social workers advocate for client access to the services of social work.</td>
<td>Lacks an understanding of how social workers advocate on behalf of their clients.</td>
<td>Demonstrates understanding of systems and how social workers may use systems to advocate for clients.</td>
<td>Understands how client advocacy is part of a professional role and demonstrates ability to utilize system to meet client needs.</td>
<td>Identifies alternative strategies social workers utilize to obtain services and benefits needed by clients.</td>
</tr>
<tr>
<td>2.1.5. Advance human rights and social and economic justice. PB3. Social workers engage in practices that advance social and economic justice.</td>
<td>Unable to identify social issue from a social and economic justice perspective.</td>
<td>Identifies social and economic justice perspective but unable to identify practices to advance justice from this perspective.</td>
<td>Is able to differentiate practices that advance social and economic justice from those that do not.</td>
<td>Identifies and is able to implement practices and strategies to advance social and economic justice.</td>
</tr>
</tbody>
</table>
Common Assignment 2: FINAL EXAM-Part B (In-class exam section)

Description: The final exam common assignment provides learners the opportunity to demonstrate their competencies in engaging with diversity and difference in practice, and advancing human rights and social and economic justice. The exam consists of about 35-40 multiple choice or short answer questions. Consistent with the course format, the assessment is divided into four sections to assess the following practice behaviors: (1) common value base, (2) social justice and oppression, (3) human rights, and (4) integration.

In particular, the exam consists of 35 multiple choice and short answer questions (for 100 points in total) that are designed to assess the following practice behaviors to:

1. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, (delete ‘or’) create or enhance privilege and power
2. gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse population groups
3. understand the forms and mechanisms of oppression and discrimination
4. advocate for human rights and social and economic justice
5. engage in practices that advance social and economic justice

Grading Rubric: Common Assignment 2 Final Exam

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Not Competent</th>
<th>Developing Competency</th>
<th>Competent</th>
<th>Advanced Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>&lt; 70%</td>
<td>70% - 79%</td>
<td>80% - 89%</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>2.1.4- Engage diversity and difference in practice.</td>
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<tr>
<td>PB1. Social workers recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Has not demonstrated the ability to recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Has partially demonstrated the ability to recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Has mostly demonstrated the ability to recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Has completely demonstrated the ability to recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<tr>
<td>PB2. Social Worker gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>Has not demonstrated any evidence of sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>Has shown minimal evidence of sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>Mostly has shown evidence of sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>Completely has shown evidence of sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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</table>
### 2.1.5 – Advance human rights and social and economic justice.

**PB1:** Social workers understand the forms and mechanisms of oppression and discrimination.

**PB2:** Social workers advocate for human rights and social and economic justice

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Demonstrates no understanding of the forms and mechanisms of oppression and discrimination.</td>
<td>Demonstrates no understanding of how social workers advocate for human rights and social and economic justice.</td>
</tr>
<tr>
<td>Demonstrates minimal understanding of the forms and mechanisms of oppression and discrimination.</td>
<td>Demonstrates a partial understanding of how social workers advocate for human rights and social and economic justice.</td>
</tr>
<tr>
<td>Mostly demonstrates an understanding of the forms and mechanisms of oppression and discrimination.</td>
<td>Mostly demonstrates an understanding of how social workers advocate for human rights and social and economic justice.</td>
</tr>
<tr>
<td>Completely demonstrates an understanding of the forms and mechanisms of oppression and discrimination.</td>
<td>Completely demonstrates an understanding of how social workers advocate for human rights and social and economic justice.</td>
</tr>
</tbody>
</table>
Appendix C: Additional Recommended Assignments/Guided Instruction Activities

Descriptions of all assignment listed below. Please also check the course blackboard page under assignment descriptions for additional materials. Please note: All assignments are to be submitted to the course blackboard page assignment dropbox for the following assignments:

1. **Critical reflection log portfolio**: The reflection log portfolio enables learners to write about their thoughts and feelings about course materials related about human rights, social justice, and practice. Please see the course blackboard page for the assignment description and template (2.1.4, PB 2 & 3; 2.1.5, PB1). Please submit to compiled portfolio to the blackboard assignment dropbox on the due date.

2. **Common Case Study**: Faculty teaching HR-SJ may choose to use the common case study in some way in at least one module. You are free to use the case more extensively and/or in multiple modules. Below are some suggested questions for using this common case. Although some aspect of in-class instruction is expected, instructors also may use this case as guided instruction, take home assignments, discussion boards, or any other teaching modality. Feel free to implement your own ideas.

3. **Positionality assessment**: Learners will complete a 2-3 page paper that carefully assesses their position or ‘positionality’ using the web of oppression visual assessment tool. The direction are available on the course blackboard page. Please upload your assessment to the positionality assessment assignment dropbox (PB: 2.1.1, PB2; 2.1.4, PB2, PB3; 2.1.5, PB1).

4. **Human rights/social justice project-case study analysis**: Learner can select a case study from the Ford Foundation (2004). Close to home: Case studies of human rights in the United States (http://www.fordfoundation.org/pdfs/library/close_to_home.pdf). Students will prepare a 5-10 minute oral/poster presentation using the following questions: (1) Provide a brief history and context of the human rights and social justice issues and well-being domains that the project targets, (2) Briefly describe the project and the well-being or other outcomes it is designed to influence, (3) What levels of intervention are used (e.g., personal, cultural, structural), (4) what evidence is their of the project’s effectiveness? (5) What are your suggestions on how this project might be used as a model in your practice community? (6) What are at least 1-2 recommendations improvements on how the program might be modified for that setting and/or another practice population or setting (e.g. that you work with)? (PB 2.1.4, PB 2 & 3; 2.1.5, PB1)

5. **Other human rights and social justice-based mini-assignment/tasks**: Learners will participate in the activities outlined in learning space for modules 1-4 which are found on the course blackboard page. (PB 2.1.4, PB 2; 2.1.5, PB1). This includes completing materials in online learning space and complete 10 hours of guided instruction time. In addition, students are expected to spend approximately 5 hours per week doing the assigned reading and working on the required written assignments for this class. Students are expected to have attended the orientation session where access to ERes, Blackboard, basic computer skills, plagiarism, and literature were discussed.

6. **Guided instruction-HR-SJ action-oriented activities**: This activity enables learners to engage in an activity that is designed to advance human rights and social justice. The purpose is to build self and other awareness on one or more human rights and social justice issues. For this activity involves taking part in individual and collective actions:

   (a) **Individual Action**: As an individual activity, each learner can choose an activity that he or she would like to do to advance human rights and social justice. Some examples of an activity is write an editorial to a newspaper editor about a human rights and social justice issue, education others about a human rights activity, attend an event or participate in an activity (in-person attendance or online). Write about this activity in your weekly reflection log during the week in which you completed this action.

   (b) **Collective Action**: During the semester, the class will choose one collective activity and each learner will choose an individual activity. A collective activity can be to hold a learned lunch start a
blog on human rights and social justice issues or hold an evening or weekend ‘teach-in’ event. Incorporate this experience in your weekly reflection log portfolio. (2.1.1. PB1, 2.1.4, PB 1 & 2; 2.1.5, PB3).

(7) **Just Dialoguing.** For competency 2.1.3 (critical thinking), critical thinking activities will be infused during class discussion or via blackboard discussion thread. Learners should read the core course reading: Mumm, A.M., & Kersting, R.C. (1997). Teaching critical thinking in social work practice courses. *Journal of Social Work Education, 33*, 1-15. The following questions for evaluation of theories outlined in the Mumm and Kerstig (1997) article will be used: 1. According to this theory, what determines human behavior?; 2. How applicable is the theory across settings, different clients, and problems?; 3. Does the theory address cultural, ethnic, or racial issues? Does it address human rights? social justice?; 4. How does the theory compare and contrast with other theoretical approaches in assessing human rights and social justice?

(8) **Trip to the UN.** Organize a ‘class trip to the UN’ or provide students to organize themselves or go individually to take a tour of the United National

(9) **Participate in Human Rights Day.** Have your entire class or volunteers from your class present on our annual human rights day (14th session of the fall semester) close to the anniversary of the signing of the Universal Declaration of Human Rights.

(10) **Student Led Journal.** Nominate a class paper from your class to be published in the FU student led journal, 21st Century Social Justice. For more details, contact tmaschi@fordham.edu

**Guided Instruction**

To successfully complete this course, students are expected to participate in 15 sessions of a one hour and fifty minute class and 10 hours of guided instruction time. In addition, students are expected to spend approximately 5 hours per week doing the assigned reading and working on the required written assignments for this class. Students are expected to have attended the orientation session where access to ERes, Blackboard, basic computer skills, plagiarism, and literature were discussed.
Appendix D: GRADING RUBRIC

FORDHAM UNIVERSITY GRADUATE SCHOOL OF SOCIAL SERVICE

Guide for Grading Policy and Recommended Grade Equivalents

95-100 A
90-94  A-
87-89  B+
83-86  B
80-82  B-
76-79  C+
70-75  C
Below 70    F

Students With Disabilities

Any student with a documented disability (e.g. physical, learning, visual, hearing, psychiatric, etc.) and who has registered with the Office of Disability Services at 718-817-0655 may be entitled to accommodations. Students should register with the Office of Disability Services at the beginning of the semester.
APPENDIX E: PLAGIARISM

What is Plagiarism?

- Plagiarism is a form of academic dishonesty, which involves using someone else’s written work or even ideas without giving proper credit or presenting as one’s own, work that has been partially or wholly prepared by someone else. “Someone else” may be another student, a published author, a professor, a friend, or a business or on-line service that sells or distributes such papers or materials. These ideas and words can come from an Internet source, a newspaper article, an unpublished dissertation, a conference presentation, the popular press and scholarly journals as well as other sources.
- The nature of the “work” most commonly plagiarized is written work. However, it also can be ideas, concepts, organizational structure, data sets, electronic media, logos and other graphics.
- Plagiarism is considered a form of fraud or lying. One does not have to intentionally attempt to deceive the reader to be guilty of plagiarism. Plagiarism also can happen inadvertently by not knowing how and when to cite sources.
- Plagiarism prevents students from learning new material and skills. It cheats students of learning opportunities by not allowing them to be challenged and to grow intellectually.

Examples of plagiarism include:

- Copying someone else’s text verbatim, without using quotation marks and giving credit to the source. It is no defense to claim one has “forgotten” to do so.
- Paraphrasing someone else’s work without giving him or her credit.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences, without giving proper credit.
- With the advent of the Internet, plagiarism has taken two forms:
  - Buying a term paper and trying to pass it off as one’s own. [These are relatively easy to spot.]
  - Downloading or cutting and pasting text directly from on-line sources without giving proper credit.
- Copying a classmate’s work or using a former student’s paper. Even copying one sentence constitutes plagiarism.
- Making up a citation or making up data.

Can one plagiarize one’s self?

- Yes! Typically, self-plagiarism takes one of two forms.
  - Either the person submits work for a course that was written for a previous course, or she or he turns in the same paper (or sections of the paper) for two different courses simultaneously.
- Self-plagiarism is considered as serious as plagiarizing someone else’s work.

What are the penalties for plagiarism?

- Plagiarism is not only a serious academic offense, it is also considered to be a breach of professional ethics. Consequently, the penalties can be quite severe.
- The student who plagiarizes can receive a failing grade not only for the assignment, but also for the entire course. This is up to the discretion of the professor teaching the course.
- The matter may also referred to Dean Susan Egan at Lincoln Center. In Tarrytown, the matter may be referred to Dean Jane Edwards. The Deans determine what other actions to take, including whether dismissal of the student from the program is warranted. Please refer to the GSSS Student Handbook for an explanation of the consequences of plagiarism.

Why do some students plagiarize if it can potentially cost them their careers?

- Most students who do plagiarize are not secure with either their knowledge of the material or their writing skills. They fear receiving a bad grade for the assignment. They consider themselves as good or excellent students. The thought of receiving a bad grade is emotionally threatening.
- Many students who plagiarize are overwhelmed and have not allotted enough time to research and write the paper.
- Some students who plagiarize do so to save time and effort.
- They do not realize that many professors have electronic search engines designed to detect plagiarism.

How can you maintain your academic integrity and avoid plagiarism?

- Plan your time wisely. Give yourself ample time to research and write your first draft of your paper.
- Know when to use quote marks, single quote marks, and when you may simply give the name of the author and the date of publication of the source. This means you have to know the difference between a paraphrase and a quotation. There is a distinct difference.
- Have someone who is familiar with academic writing read early drafts of your paper.
- Buy a copy of the American Psychological Association’s Publication Manual. This manual contains the standards that faculty at GSSS adhere to when writing and publishing papers.
- Attend APA writing workshops offered at GSSS.
- Use the writing clinic at GSSS.
- When in doubt as to whether or not you are citing a source properly, consult your course instructor.