



Course title:	The Global Course Extension (GCE): Advanced Global Topics in Social Work
Course #/term:	SW 785, Section 001, Spring/Summer 2022 (IN-PERSON)
Time and place:	Friday, August 20 th – Friday, August 26 th in New York City (NYC)
Credit hours:	2
Prerequisites:	None
Instructors:	Drs. Rogério M. Pinto & Ashley Cureton
Pronouns:	Dr. Pinto (he/him); Dr. Cureton (she/her)
Contact info:	<i>Email:</i> ropinto@umich.edu ; curetona@umich.edu You may expect a response within 24 hours.
Office:	Dr. Pinto: 2850 SSWB; Dr. Cureton: 3702 SSWB
Office hours:	Available upon request via email

1. Course Statement

a. Course description

This experiential course give students an opportunity to expand upon what they have learned in the one-credit, introductory course on real-world, human rights projects in a week-long trip to New York City. This course allows students to further engage with and explore the themes and the practice of international human rights, their conceptual and historical foundations, as well as the main international legal instruments and institutions aimed at protecting and promoting human rights worldwide. This course seeks to apply human rights thinking to local and international issues by engaging with policymakers, practitioners, and organizations who are engaged in human rights issues. Students will participate in site visits and educational activities to illustrate the range of key players who are addressing human rights issues with innovative solutions.

b. Course objectives and competencies

- Demonstrate critical and reflexive understanding of social, economic, and environmental problems and injustices and human rights violations within a local and global context (e.g. human trafficking, gender-based violence and gender discrimination, climate change). (EPAS 1, 3; PODS)
- Demonstrate critical and reflexive understanding of potential solutions to select local and global problems. (EPAS 4, 5, 7, 8; PODS)
- Critically and reflexively examine the structure of institutions and the actors who influence global policy and practice decision-making (e.g. United Nations programs, international social work federations; indigenous and transnational communities and advocacy groups). (EPAS 1, 5, 7, 9; PODS)
- Apply the understanding of social, economic, and environmental justice and human rights to develop policy, practice, and/or research-related projects. (EPAS all; PODS)

c. Course design

This class will foster a learning environment where each student can reflect critically on different types of human rights. This course supports critical analyses, mutual learning, engaging within and across differences. It involves lectures, videos, large and small group discussions and participation in experiential activities. Special attention will be given to principles and practice of social justice.

d. Intensive focus on PODS

This experiential course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice and human rights, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

This course has a substantial focus on PODS as it emphasizes understanding power and human rights in the global context, including how power contributes to privilege, oppression, diversity, and social justice in a global social work. The course will teach students to apply human rights frameworks to describe and explain global phenomena (e.g., human trafficking, climate change, and environmental disasters) and potential solutions to global problems.

The course emphasizes the following PODS' skills:

Critical Contextual/Structural Thinking

- Demonstrate skills relevant for the critical and reflexive understanding of how global issues (experienced locally and globally) are constructed, understood, and addressed, through information gathering and
- Critical analysis of manifestations, consequences, and mechanisms of injustice at a global level.
- Demonstrate analytical skills by applying comparative, historical and global perspectives.

Take Actions towards Social Justice

- Demonstrate the ability to develop research- and policy- questions relevant to global and human rights problems by using collaborative/participatory theories and methods.
- Build on human rights frameworks to envision and to work toward globally social justice and empowerment.

Critical Self-Awareness, Use of Self & Strategies for Resilience & Generativity

- Recognize one's own positionality as citizen, resident or member of a specific community, location or nation, within the global context.
- Demonstrate knowledge and skills for intersectional humility, related to community, location or nation membership (be able to suspend one's own assumptions and perspectives in order to understand/recognize alternative worldviews).

2. Class Requirements

a. Text and class materials

The required and optional readings will be provided via Canvas in the form of links to external sites (e.g., news, videos, podcasts) or PDFs. The Canvas site will be an important resource to access additional information about NYC, for completing and submitting assignments, keeping track of due dates, and communicating with one another via Canvas, so please take some time to familiarize yourself with it and check it on a weekly basis.

You are required to read all assigned readings **BEFORE** each day and/or site visit. As a discussion-based course, we will engage in most of the assigned readings from each day, as well as the content/themes covered from the site visits. We will alert you when we have uploaded new readings and documents.

b. Class schedule

Below is an overview of the daily themes/topics, required readings and videos, and assignment for your review. **PLEASE NOTE THAT THIS SYLLABUS IS SUBJECT TO CHANGE. If changes are made to the syllabus, an email will be shared at least 24 hours in advance. Updates will be added to the Canvas website accordingly.**

<p>Saturday, August 20th</p> <p>DAY 1</p>	<p>Welcome/ Arrival Day</p>	<ul style="list-style-type: none"> ● No Readings Assigned
<p>Sunday August 21st</p> <p>DAY 2</p>	<p>Health & Human Rights</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ REQUIRED: Sanky, C., Johnson, H., Sanky, D., Appel, J.M. (2022). Do hospital leaders live in the communities they serve? A comparative analysis. <i>Health Equity</i>, 6(1), 313-321. https://www.liebertpub.com/doi/full/10.1089/heq.2021.0147 ○ REQUIRED: Sanky, C., Bai, H., He, C., & Appel, J.M. (2022). Medical students' knowledge of race-related history reveals areas for improvement in achieving health equity. <i>BMC Medical Education</i>, 22, 612-622. ACCESS THE ARTICLE VIA CANVAS. ○ OPTIONAL (HIGHLY RECOMMENDED): Gerisch, M. (2018, November 19). <i>Health care as a human right</i>. American Bar Association. https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/the-state-of-healthcare-in-the-united-states/health-care-as-a-human-right/ ○ OPTIONAL: AmNews Staff Reports. (2022, July 28). <i>NYC health + hospitals/Elmhurst opens center to improve maternal health outcomes for WOC</i>. Amsterdam News. https://amsterdamnews.com/news/2022/07/28/nyc-health-hospitals-elmhurst-opens-center-to-improve-maternal-health-outcomes-for-woc/
<p>Monday, August 22nd</p> <p>DAY 3</p>	<p>Human Rights & International Advocacy</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ REQUIRED: United Nations. History.com https://www.history.com/topics/world-war-ii/united-nations ○ REQUIRED: McGreal, C. (2015, September 7). 70 years and half a trillion dollars later: What has the UN achieved? <i>The Guardian</i>. https://www.theguardian.com/world/2015/sep/07/what-has-the-un-achieved-united-nations ○ OPTIONAL: Rice-Oxley, M., Nelsson, R., Mason, A., Louter, D., Newell, C., Levett, C. (2015, September 21). 70 achievements, 70 years: A visual guide to what the UN has done. <i>The Guardian</i>.

		<p>https://www.theguardian.com/world/2015/sep/21/united-nations-70-years-achievements-visual-guide</p> <ul style="list-style-type: none"> ○ OPTIONAL: #VisitUN: A short tour of the United Nations Headquarters - https://www.youtube.com/watch?v=WKd6ISFv17s
<p>Tuesday, August 23rd</p> <p>DAY 4</p>	<p>Advocacy & Research in Human Rights</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ REQUIRED (<i>To prepare for the visit to IRAP</i>): American Immigration Council. (2022). <i>A guide to Title 42 expulsions at the border</i>. ACCESS THE ARTICLE VIA CANVAS ○ REQUIRED (<i>To prepare for the visit to HRF</i>): Vidwans, P., Jamal, M., El-Hage, J. (2018). <i>Authoritarianism and trafficking in persons</i>. Human Rights Foundation. ACCESS THE ARTICLE VIA CANVAS ○ OPTIONAL (<i>To prepare for the visit to HRF</i>): Kasparov, G. & Halvorssen, T. (2017). <i>Opinion: Why the rise of authoritarianism is a global catastrophe</i>. The Washington Post. ACCESS THE ARTICLE VIA CANVAS ○ OPTIONAL (<i>To prepare for the visit to IRAP</i>): American Immigration Council. (2022). <i>The “migration protection protocols.”</i> ACCESS THE ARTICLE VIA CANVAS ○ OPTIONAL (<i>To prepare for the visit to IRAP</i>): Montoya-Galvez, C. (2022, May 20). <i>Judge says CDC can’t end the Title 42 rule that allows for quick expulsions of migrants</i>. CBS News. ACCESS THE ARTICLE VIA CANVAS
<p>Wednesday, August 24th</p> <p>DAY 5</p>	<p>Women’s and Worker’s Rights</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ REQUIRED: Rahman, R., Ross, A. & Pinto, R. M. (2021). The critical importance of community health workers as first responders to COVID-19 in USA. <i>Health Promotion International</i>, 36(5), 1498-1507. DOI: 10.1093/heapro/daab008 ACCESS THE ARTICLE VIA CANVAS ○ REQUIRED: Levenstein, L. (n.d.). <i>The forgotten origins of “Women’s Rights are Human Rights.”</i> OpenGlobalRights. https://www.openglobalrights.org/the-forgotten-origins-of-womens-rights-are-human-rights/ ○ REQUIRED: Azhar, S., Vaudrey, J., Gandham, S., Burr, S., Oruganti, G., Yeldandi, V. (2021). <i>Secret lives and gender fluidity of people living with HIV in</i>

		<p>Hyderabad, India. <i>Journal of Community Psychology</i>, 1-17. ACCESS THE ARTICLE VIA CANVAS</p> <ul style="list-style-type: none"> ○ OPTIONAL: D'Armiento, J., Witte, S.S., Dutt, K., Wall, M., & McAllister, G. (2019). Achieving women's equity in academic medicine: Challenging the standards. <i>Lancet</i>. ACCESS THE ARTICLE VIA CANVAS https://www.thelancet.com/action/showPdf?pii=S0140-6736%2819%2930234-X ○ OPTIONAL: Zubaroglu, P. & Popescu, M. (2015). Preparing Social Work Students for International Interdisciplinary Practice: A Teaching Model and its Impact on Self-Efficacy. <i>Advances in Social Work</i>, 16 (2), pp. 214-232. ACCESS THE ARTICLE VIA CANVAS ○ OPTIONAL: Falcon, S. M. (2016). Transnational feminism as a paradigm for decolonizing the practice of research. <i>Frontiers</i>, 37(1), 1-22. ○ OPTIONAL: Ford, L. (2019). 'Everybody is talking about it': Women's rights to take centre stage in 2020. <i>The Guardian</i>. https://www.theguardian.com/global-development/2019/dec/27/everybody-is-talking-about-it-womens-rights-to-take-centre-stage-in-2020
<p>Thursday, August 25th DAY 6</p>	<p>Housing & Refugee Rights</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ REQUIRED (<i>To prepare for the visit to Homeward NYC</i>): Moses, D. (2022, July 17). 'Still going through the same madness': Homeless rights advocates deliver demands to Gracie Mansion for more action. The Villager. https://www.amny.com/news/still-going-through-the-same-madness-homeless-rights-advocates-deliver-demands-to-gracie-mansion-for-more-action/ ○ REQUIRED (<i>To prepare for the visit to IRC</i>): Review the following websites: https://coresourceexchange.org/refugee-populations/ https://www.rescue.org/ ○ OPTIONAL (<i>To prepare for the visit to IRC</i>): International Rescue Committee. (2022, August 9). Behind the headlines: What is the Afghan Adjustment Act? https://www.rescue.org/article/behind-headlines-what-afghan-adjustment-act ○ OPTIONAL: Raphling, J. (2018, July 5). <i>Criminalizing homelessness violates basic human rights</i>. The Nation.

		<p>https://www.hrw.org/news/2018/07/05/criminalizing-homelessness-violates-basic-human-rights</p> <ul style="list-style-type: none"> ● Video: <ul style="list-style-type: none"> ○ OPTIONAL (<i>To prepare for the visit to IRC</i>): Reception and Placement Overview – English Version https://www.youtube.com/watch?v=JggDesM1PWI&t=6s
Friday, August 26th DAY 7	Closing Day	<ul style="list-style-type: none"> ● No Readings Assigned

c. Assignment

Assignment	Due date	Percent of overall grade
Attendance & Class Participation	Active listening and engagement throughout the week	70%
Response Paper	<p>Submit this assignment on <i>Friday, September 2, 2022</i> by 11:59 PM EST via Canvas</p> <p>For spring/summer graduates, you will need to submit your response paper by Thursday, August 25th by 11:59 PM EST. Final grades must be submitted by Friday, August 26th</p>	30%

Attendance and Class Participation (70%)

“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.” bell hooks, Teaching to Transgress, p. 8

This is an experiential course gives students an opportunity to apply what they have learned to real-world projects. Effective learning occurs when all members of the course actively participate. Class participation consists of the following components:

- Consistent class attendance and arrival on time;
- Coming to site visits well prepared, having read all course materials before class and having completed the culminating assignment;
- Contributing meaningfully and organically to class discussions and activities;
- Demonstrating increasing mastery of the material; and
- Thinking critically about differing theories, policies and points of view.

For each class session, **you will earn ten (10) points for your attendance and active participation.** If you anticipate being absent, please let us know via email at least 24 hours in advance. You are still expected to complete the assigned readings and final assignment by the due date. Please communicate with us via phone or email if you need special provisions or support. Moreover, please click on the following link for more context on the class attendance policy found in the [MSW Student Guide](#).

Grades are not a reflection of your value as a person or even your personal capacity. Moreover, grades serve as a reflection of the reality of balancing school with other responsibilities and of your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged, that you are ready to learn, and that you walk away with new knowledge.

Response Paper (30%)

For this response paper, you have **TWO** options for how you synthesize course content and submit the assignment:

1. You can submit a traditional response paper (750-1,000 words) that addresses **ONE** topic of interest to you from the assigned readings and course themes covered throughout the week. **You should draw connections between several readings and site visits.** Below are suggested prompts to guide your process. **Please note that you are NOT required to address all of the below prompts in your response paper.**
 - a. Describe the aspects of the site visits that you find to be particularly useful, surprising, or unconvincing, etc..
 - b. How do prior readings from SW 789 and the assigned/suggested readings for SW 785 connect to key ideas or themes highlighted throughout the week in NYC?
 - c. How does this experiential course inform your future goals as a social worker?
2. Instead of submitting a formal written essay, you also have the option of recording an 8-10-minute audio/video recording that addresses a topic of interest to you. Please refer to the above questions to guide this process. While you will focus on **ONE** topic or theme, you **ARE** still required to **draw connections between several readings and/or authors to substantiate your claims.**

These written or audio/video response paper is intended to be both a tool for you to think more deeply about something of concern to you and a strategy for me to see that you are attempting to reflect on overarching themes highlighted in NYC.

While creating the audio/video recording, please consider and/or incorporate the following components:

1. Address one topic/theme – do not be overly ambitious and attempt to cover multiple themes
2. Include several (3 or more readings/course resources [journal articles, videos, podcasts, etc.]) within the recording
3. Do NOT exceed 10 minutes – please stick to the time frame (be concise)
4. Include your name at the beginning of the audio recording
5. Include a clear thesis statement/topic that you plan to address in the recording

Due Date: The response paper (audio/video or written) is due on the following date: Friday, September 2nd by 5:00 PM EST. Submit this assignment via Canvas.

d. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule. Letter grades from A through E are given for class performance in most cases. Please refer to the [MSW Student Guide](#) for more questions or clarity around grades.

100 -94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+

76 - 74 = C
73 - 70 = C-
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = E

A grade (90-100%) suggests **mastery** of material, inclusive of both deep description and analysis.

B grade (80-89%) suggests **competence** related to course material.

C grade (70-79%) suggests **familiarity** with material and is not considered adequate for professional practice.

D grade (60-69%) indicates deficiency and carries no course credit. (Below 70)

E grade (<60%) indicates failure and carry no course credit.

If you are concerned about your class performance or grade, we are willing to work with you to help improve your understanding of the class material or the assignments prior to the end of the semester. Your final grade reflects both your effort and the quality of your engagement and final assignment.

The final assignment is due at or before the date listed on the syllabus. **Please submit the final assignment via Canvas.** Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter.

Assignment Grade Dispute Process

If you believe you have been graded unfairly on an assignment, please wait 24 hours before contacting us directly. Challenges must be in writing (not verbal), must be detailed, and must be based on substantive arguments (or mathematical errors) as opposed to references to “fairness.” We reserve the right to re-read and/or re-grade the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards. Thank you in advance for your patience.

Electronic Devices

Please minimize your use of cell phones in this course. Laptops, tablets, and screen readers may be used in class for reading and taking notes. However, electronics can function as a distraction in class and disrupt class discussion. If we find them to become distracting, we hold the right to disallow them or to minimize your use in class. If you would prefer to print assigned readings, please talk to us, and we’ll figure out alternative ways to access them.

Writing Skills and Expectations

Strong writing and communication skills are essential to students’ academic success and professional career. We will consider writing and/or video quality in grading. Please proofread written work carefully. We strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc.

The Writing Coordinator for the School of Social Work may be available to virtually meet with students during the writing process. Students can access this service through the Career Services Office at ssw-cso@umich.edu.

APA Format

Unless otherwise noted, all assignments should be submitted using APA style formatting. The current edition of APA style should be used in formatting papers prepared for this course and papers should be formatted using one-inch margins, double spacing, and 12-point Times New Roman or Garamond font. Please include in-text citations and a reference list as well. For further information, please refer to the American Psychological Association Publication Manual (often called the APA Style Manual). You can find out more at: <http://www.apastyle.org>. Please consider accessing [Purdue University's OWL](#) website, which is an excellent resource for general writing and formatting advice.

It is critical to reference all sources of information or ideas you use in your writing. To do otherwise is academic dishonesty. In particular, direct quotes must be identified as such. Situations of apparent plagiarism or academic dishonesty will be reported and handled according to University of Michigan policies.

Plagiarism and Academic Dishonesty

Plagiarism consists of “presenting others' work without adequate acknowledgement of its source, as though it were one’s own.” Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own.

Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one’s own"

Communication with Instructors

Email is the best way to reach us. Please anticipate 24 hours for a response Monday-Friday, 9:00 AM - 5:00 PM EST. Weekend emails may have a longer response time (72 hours). Include “SW 785” in the subject line to help ensure that your email is seen in a timely manner.

e. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

f. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University’s Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

g. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*

- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

h. Mental-Health Supports

If you are struggling with your mental health or you need someone to talk to, we encourage you to access supports through the Counseling and Psychological Services (CAPS) by visiting their website at <https://caps.umich.edu/>. Please do not wait until you reach a state of crisis to ask for help. It is hard to do, but important. These services are free and anonymous. You should also feel free to let me know if you need extensions or additional supports.

i. Policy on Accommodations for Students with Disabilities

It is our goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If you believe the design of this course poses barriers to effectively participating and/or demonstrating learning, please meet with us (with or without a Notice of Accommodation from Disability Services) to discuss reasonable options or adjustments. During our meeting, we may suggest the possibility or necessity of your contacting Services for Students with Disabilities. You can visit the website at <https://ssd.umich.edu/>. You are welcome to talk to me at any point in the quarter about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.