

Social Justice: A Global Perspective
May Term 2009

Course SOC/SWK 222-60

Credits 3

Fri. 5:30 – 8:30 5/29-6/14

Sat. 9:00 – 5:00 5/29-6/14

Sun. 9 :00 – 5 :00 5/29-6/14

Room – Curtis 354

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Course Domain:

This course teaches global awareness of human rights violations and a basic understanding of programs and resources existing to combat human suffering. Globalization offers areas for social action and social transformation. Students taking this course will be able to recognize the opportunities for positive change in an increasingly interconnected world. When students recognize their own interdependence with other countries of the world, they become more respectful of people of other cultures and nations of origin. Students will be challenged to transcend parochialism, and gain a new understanding of global inequalities. Topics that will be examined are: HIV/AIDS pandemic, human trafficking, genocide in Darfur, feminization of poverty and violence, war refugees, child soldiers and post-apartheid South Africa. Students will explore existing resources for change such as: The World Health Organization, International AIDS Trust, Peace and Society, Amnesty International, United Nations High Commission on Human Rights, Save the Children, World Visions, Million Voices for Darfur, Doctors Without Borders, Grameen Bank, World Revolution, UNICEF, Third World Network, International Labour Organization, Women's Human Rights Network, Global Policy Reform and Organization for Economic Co-operation and Development.

Course Objectives:

Students will be able to:

1. Demonstrate critical thinking skills in the application of theories of social justice with problem solving approaches using existing multi-national and nongovernmental resources.
2. Understand the theoretical base for all assessment and intervention on all levels of system (individual, family, group, community and global).
3. Demonstrate knowledge of multi-national and nongovernmental resource networks to fight human rights violations on a global level.
4. Use critical thinking skills and demonstrate an application of how human rights can be studied from a micro, mezzo and macro perspective to influence policy.
5. Develop further knowledge and skill in working with people of varied ethnic and cultural backgrounds.

6. Gain an understanding of and respect for diversity including age, class, color, culture, disability, ethnicity, family structure, marital status, nation of origin, race, religion, gender and sexual orientation.
7. Understand knowledge of social action and advocacy strategies that advance global equalities.
8. Understand the history of human rights with a particular attention to the historical and philosophical underpinnings of the Declaration of Human Rights.
9. Develop knowledge of each of the 30 human rights articles and their implications.
10. Understand the interconnections between rights violations, social and international order, policy and economic imperatives.

Course Outcomes:

Students will demonstrate knowledge of multi-national and nongovernmental resource networks that fight human rights violations on a global level. Students will research and access organizations committed to political, physical, psychosocial and economic justice.

Assessment: Students will complete an assignment that details a minimum of 10 organizations that are committed to a human rights violation of the student's interest (example: human trafficking).

Students will develop critical thinking skills and demonstrate an application of how human rights can be studied from a micro, mezzo and macro viewpoint and how this in turn influences policy.

Assessment: Students will write a 15-page paper on a particular country and how the country addresses or ignores the human rights violation.

Students will demonstrate knowledge of social action and advocacy strategies that advance global equalities.

Assessment: Students will read three autobiographies and write reaction papers on the individual who through commitment to nonviolent strategies and moral advocacy has personally changed the lives of thousands and in one case millions of peoples' lives.

Students will understand the history of human rights with a particular attention to the historical and philosophical underpinnings of the Declaration of Human Rights. They will understand the interconnections between rights, social and international order, policy formation and the economic imperatives.

Assessment: Students will be graded on participation in class discussions that reflects their knowledge of issues that guide national and international policy and economic justice. The discussion topics will give the instructor an ability to assess student's knowledge of the history and ideologies of various cultures and groups with regards to the Declaration of Human Rights.

Textbooks:

Kidder, T. (2004). *Mountains beyond mountains: The quest of Dr. Paul Farmer, a man who would cure the world*. New York: Random House. ISBN: 0812973011.

Mortenson, G. & Relin, D. (2006). *Three cups of tea: One man's mission to promote peace...one school at a time*. New York: Penguin Books. ISBN: 0670034827.

Yunos, M. (2003). *Banker to the poor: Micro lending and the battle against world poverty*. New York: Public Affairs. ISBN: 13978158648198.

Suggested Readings:

Donnelly, J. (1984). Cultural relativism and universal human rights. *Human Rights Quarterly*, 6, 400-419.

Mayer, A. E. (1995). Cultural particularism as a bar to women's rights. In J. Peters & A. Wolper (Eds.), *Women's rights, human rights: International feminist perspectives* (pp. 176-188). New York: Routledge.

United Nations. (1979). Convention on the elimination of all forms of discrimination against women (especially Article 5). Available at <http://www.ohchr.org>

United Nations. (1966). *International convention on the elimination of all forms of racial discrimination*. Available at <http://www.unhcr.ch/> (Go to: Treaty bodies; Committee on the elimination of racial discrimination; Session 59; United States).

World Organization for Human Rights USA. (2000). Executive summary, alternative report on U.S. compliance with CERD. Available at <http://www.woatusa.org/uscomp.html>

Edmonston, B., & Passell, J. (1994). *Immigration & ethnicity*. Washington, DC: Urban Institute Press.

Drachman, D., Kown-Ahn, Y. H., & Paulino, A. (1996). Migration & resettlement experiences of Dominican and Korean families. *Family in Society*, 77(10), 626-638.

Drachman, D. (1992). A stage of migration framework for service to immigrant populations. *Social Work*, 37, 68-72.

Midgley, J. (1997). *The global world system*. In *social welfare in global context* (2nd ed.). Thousand Oaks, CA: Sage.

Wang, S. (2001). Efforts to eliminate poverty. *Beijing Review*, 44(7), 7.

UNICEF_Convention on the Rights of the Child; URL: <http://www.unicef.org/crc/crc.htm>

Arnove, A., & Abunimah, A. (2003). *Iraq under siege: The deadly impact of sanctions and war*.

Cambridge, MA: South End Press.

Chomsky, N. (2000). *Rogue states: The rule of force in world affairs*. Cambridge, MA: South End Press.

Forsythe, D. (2000). *Human rights and international relations*. Cambridge, England: Cambridge Press.

Pivan, F., & Cloward, R. (1993). *Regulating the poor*. New York: Vintage Books.

Van Soest, D. (1997). *The global crisis of violence: Common problems, universal causes, shared solutions*. Washington, DC: NASW Press.

Wing, A. (Ed.). (1997). *Critical race feminism: A reader*. New York: NY University Press.

The National Labor Committee. (2002). Wal-Mart sweatshops in Honduras. Available at <http://www.nicnet.org>

Simon, A. (1984). *Bread of the world*. New York: Paulist Press.

Shiva, V. (2000). *Stolen harvest*. Cambridge, MA: South End Press.

Stiglitz, J. (2002). *Globalization and its discontents*. New York: W.W. Norton.

Abramovitz, M. (1991). *Regulating the lives of women*. Monroe, ME: South End Press.

Risse, T., Ropp, S., & Simmkink, K. (Eds.). (1999). *The power of human rights: International norms and domestic exchange*. Cambridge, England: Cambridge University Press.

Young, I. M. (1990). *Justice and the politics of difference*. Princeton, NJ: Princeton University Press.

George, S. (1986). *How the other half dies: The real reasons of world hunger*. New York: Penguin.

Kaminsky, D. (2000). Street children's drawings: Windows into the life circumstances and aspirations. *International Social Work*, 43(1), 107-120.

Van Hook, M. (1994). The impact of economic and social changes on the roles of women in Botswana and Zimbabwe. *Affilia*, 9(3), 288-307.

Van Wormer. (1997). Feminization of poverty in social welfare: A world view (pp. 256-257). Chicago: Nelson-Hall.

Access and Read Compass, External Links: Site: The International AIDS Trust; URL <http://www.aidstrust.org/> Site: AIDS Education Global Information System; URL <http://www.aegis.org>

Takyi, B. (2002). Religion and women's health in Ghana: Insights into HIV/AIDS preventive and protective behavior. *Social science and medicine*, 56(6), 1221-1234.

American Civil Liberties Union (2003, April 18). The rights of immigrants: ACLU position paper. Available at <http://www.aclu.org/ImmigrantsRights/ImmigrantsRights.cfm?ID=12413+C=22>

Recommended Websites:

The following organizations and websites represent a variety of perspectives about sweatshops. You may also use these websites to learn more about particular issues.

- United Students against Sweatshops (<http://www.studentsagainstsweatshops.org>)
- Sweatshop Watch (<http://www.sweatshopwatch.org/>)
- Behind the Label (<http://www.behindthelabel.org/>)
- Corporate Watch (<http://www.corpwatch.org/>)
- Fair trade: Co-op America (<http://www.coopamerica.org/sweatshops/index.html>)
- National Labor Committee (<http://www.nlcnet.org/>)
- Global Exchange (<http://www.globalexchange.org/>)
- Human Rights Watch (<http://www.hrw.org/>)
- UNITE-Union of Needle trades, Industrial and Textile Employees (<http://uniteunion.org/sweatshops/sweatshop.html>)
- Triangle Fire Web site (<http://www.ilr.comell.edu/trianglefire>)
- Campaign for Labor Rights (<http://www.campaignforlaborrights.org>)
- Lawyers Committee for Human Rights (<http://www.lchr.org>)
- National Interfaith Committee for Worker Justice (<http://www.igc.org>)
- Los Angeles Jewish Commission on Sweatshops (<http://www.isber.ucsb.edu>)
- Feminists Against Sweatshops (<http://www.feminist.org>)
- Maquila Solidarity Network (<http://www.maquilasolidarity.org>)
- National Retail Federation (<http://www.nrf.com>)
- Clean Clothes Campaign (<http://www.cleanclothes.org>)
- Oxfam Community Aid Abroad (<http://www.oxfam.org.au>)
- U.S. Department of Labor, Office of Wage and Hour (<http://www.dol.gov>)

Acknowledgment:

Katherine van Wormer contributed to the development of an earlier version of this course.

Websites:

Site: **The Federation for American Immigration Reform (FAIR)**

URL: <http://www.fairus.org/>

Description: FAIR is a national, nonprofit, public interest membership organization of concerned citizens united by their belief in the need for immigration reform. Founded in 1979, FAIR believes that the United States can and must have an immigration policy that is

nondiscriminatory and designed to serve the environmental, economic, and social needs of our country.

Site: **Family Education Network's Information Please**

URL: <http://www.infoplease.com/world.html>

Description: Combining the contents of an encyclopedia, a dictionary, an atlas, and several up-to-the-minute almanacs loaded with statistics, facts, and historical records, Infoplease places the resources of an entire reference information center at your fingertips.

Site: **CIA World Factbook 2001**

URL: <http://www.cia.gov/cia/publications/factbook/>

Description: Despite the controversy that surrounds the CIA, it does compile a tremendous amount of information about countries around the world. You will find succinct descriptions on this site.

Site: **Mother Jones**

URL: <http://www.motherjones.com/>

Description: Established in 1975 the Foundation for National Progress seeks to advance public understanding of, and engagement with, important issues through exemplary journalism and reporting. Its various media projects include *Mother Jones* magazine, MotherJones.com, and the Mother Jones International Fund for Documentary Photography. In a news world dominated by giant entertainment companies, *Mother Jones* provides an intelligent and provocative alternative to the homogenous and often hollow mainstream. Its work provides the base for informed and democratic change.

Site: **Newsweek Magazine**

URL: http://www.msnbc.com/news/NW-front_Front.asp

Description: Major news source. Searchable for current information regarding international issues.

Site: **Save The Children**

URL: <http://www.savethechildren.org>

Description: This organization works worldwide to address issues relevant to the education, safety, and development of children.

Site: **UNICEF**

URL: <http://www.unicef.org/uwwide/>

Description: In 1953, UNICEF became a permanent part of the United Nations system, its task being to help children living in poverty in developing countries get the care and stimulation they need in the early years of life and encourage families to educate girls as well as boys. It strives to reduce childhood death and illness and to protect children in the midst of war and natural disaster. UNICEF supports young people, wherever they are, in making informed decisions about their own lives, and strives to build a world in which all children live in dignity and security.

Site: **World Bank**

URL: <http://www.worldbank.org/>

Description: The World Bank Group is one of the world's largest sources of development assistance. In fiscal year 2001, the institution provided more than U.S. \$17 billion in loans to its

client countries. It works in more than 100 developing economies with the primary focus of helping the poorest people and the poorest countries.

Site: International Monetary Fund Homepage

URL: <http://www.imf.org/>

Description: The IMF is an international organization of 184 member countries. It was established to promote international monetary cooperation, exchange stability, and orderly exchange arrangements; to foster economic growth and high levels of employment; and to provide temporary financial assistance to countries to help ease balance of payments adjustment.

Site: The International AIDS Trust

URL: <http://www.aidstrust.org/>

Description: The International AIDS Trust was established to create strategic opportunities for galvanizing leadership, mobilizing resources, and promoting effective interventions in the global battle against AIDS. The International AIDS Trust is a single-focused nongovernmental organization.

Site: The World Revolution

URL: <http://www.worldrevolution.org>

Description: The World Revolution is an idea for a new, global grassroots social movement for progressive social change. It attempts to resolve in a definitive and comprehensive manner the major social problems of our world and our era.

Site: The Heavily Indebted Poor Countries (HIPC) Debt Initiative

URL: <http://www.worldbank.org/hipc/>

Description: The principal objective of the Debt Initiative for the heavily indebted poor countries is to bring each country's debt burden to sustainable levels, subject to satisfactory policy performance, to ensure that adjustment and reform efforts are not put at risk by continued high debt and debt service burdens. The HIPC Debt Initiative was proposed by the World Bank and IMF and agreed to by governments around the world in the fall of 1996. It was the first comprehensive approach to reduce the external debt of the world's poorest, most heavily indebted countries, and represented an important step forward in placing debt relief within an overall framework of poverty reduction.

Site: Third World Network

URL: <http://www.twinside.org.sg>

Description: The Third World Network is an independent nonprofit international network of organizations and individuals involved in issues relating to development, the Third World and North-South issues. Its objectives are to conduct research on economic, social, and environmental issues pertaining to the South; to publish books and magazines; to organize and participate in seminars; and to provide a platform representing broadly southern interests and perspectives at international fora such as the UN conferences and processes.

Site: National Immigration Information Forum

URL: <http://www.immigrationforum.org/>

Description: The purpose of the National Immigration Forum is to embrace and uphold America's tradition as a nation of immigrants. The forum advocates and builds public support for public policies that welcome immigrants and refugees and that are fair and supportive to

newcomers in our country.

Site: AIDS Education Global Information System (AEGiS)

URL: <http://www.aegis.org>

Description: AEGiS began in the mid-1980s and has continued to be the definitive Web-based reference for HIV / AIDS related information. The collaborative effort of many organizations and individuals has enabled the creation of this vast database of facts regarding the history, prevention and treatment of HIV / AIDS, to date, over one million files.

Site: The WWW Virtual Library on Migration and Ethnic Relations

URL: <http://www.ercomer.org/wwwvl/select.php?selecttype = HostType&selector = NGO>

Description: The WWW Virtual Library on Migration and Ethnic Relations' objective is to create a superlative and easy-to-use guide that thoroughly catalogs in an organized and meaningful way, quality Web resources on ethnic relations and migration topics. The WWW VL on Migration and Ethnic Relations is part of the much larger World Wide Web Virtual Library project.

Site: The United Nations

URL: <http://www.un.org/english/>

Description: The United Nations was established on October 24, 1945 by 51 countries committed to preserving peace through international cooperation and collective security. Today, nearly every nation in the world belongs to the UN: membership now totals 189 countries.

Site: UNICEF Convention on the Rights of the Child

URL: <http://www.unicef.org/crc/crc.htm>

Description: None

Site: United Nations Universal Declaration of Human Rights

URL: <http://www.un.org/Overview /rights.html>

Description: None

Site: American Immigration Center

URL: <http://www.us-immigration.com/>

Description (commercial site): The American Immigration Center houses one of the largest available selections of self-help immigration and citizenship products. It offers products through direct mail order from the website. It specializes in distributing and stocking products that are directly related to immigration, citizenship, and learning the English language.

Site: African History Powered by the History Net

URL: <http://africanhistory.aboutcom/cs/eracolonialism/>

Description: This site is related specifically to the issue of colonialism. There are photographs that "tell a story."

Site: Organisation for Economic Co-operation and Development

URL: <http://www.oecd.org>

Description: An international organization helping governments tackle the economic, social, and governance challenges of a globalized economy.

Site: International Labour Organization (ILO)

URL: <http://www.ilo.org>

Description: The ILO formulates international labor standards in the form of conventions and recommendations setting minimum standards of basic labor rights: freedom of association, the right to organize, collective bargaining, abolition of forced labor, equality of opportunity and treatment, and other standards regulating conditions across the entire spectrum of work-related issues.

Site: **Globalize This**

URL: <http://www.globalizethis.org>

Description: Site is focused on global activism.

Site: **World Vision**

URL: <http://worldvision.org>

Description: Founded in 1950, World Vision is a Christian humanitarian organization serving the world's poorest children and families in nearly 100 countries. World Vision, driven by faith, is a partner in enabling the world's children to realize their God-given potential by tackling the root causes of poverty.

Site: **50 Years is Enough, US Network for Global Economic Justice**

URL: <http://50years.org>

Description: Calls for the immediate suspension of the policies and practices of the International Monetary Fund and World Bank Group, which have caused widespread poverty, inequality, and suffering among the world's peoples and damage to the world's environment

Site: **Statistical Profiles for Least Developed Countries**

URL: <http://r0.unctad.org/conference>

Description: The criteria for being on the list and getting off the list are provided. Each country is also profiled with standard and more unusual data (such as the number of telephones per 1,000 inhabitants).

Site: **Global Policy Forum (GPF)**

URL: <http://www.globalpolicy.org/visitctr/about.htm>

Description: Global Policy Forum monitors policymaking at the United Nations, promotes accountability of global decisions, educates and mobilizes for global citizen participation, and advocates on vital issues of international peace and justice. GPF is a nonprofit, tax-exempt organization, with consultative status at the United Nations. Founded in 1993 by an international group of concerned citizens, GPF works with partners around the world to strengthen international law and create a more equitable and sustainable global society. GPF uses a holistic approach, linking peace and security with economic justice and human development, and places a heavy emphasis on networking to build broad coalitions for research, action, and advocacy. It puts its energy into well-focused and unique programs in which GPF has a special analytical and organizational edge. The GPF office is strategically located across the street from UN headquarters in New York.

Site: **Women's Human Rights Network (WHRnet)**

URL: <http://www.whrnet.org>

Description: Founded in 1997, WHRnet aims to provide reliable, comprehensive, and timely information and analyses on women's human rights in English, Spanish, and French. WHRnet

updates readers on women's human rights issues and policy developments globally and provides information and analyses that support advocacy actions. A team of regionally based content specialists provides regular news, interviews, perspectives, alerts and campaign information, and Web highlights. The site provides an introduction to women's human rights issues worldwide, an overview of UN/regional human rights systems, a research tool that serves as gateway to the best available online resources relevant to women's human rights advocacy, and a comprehensive collection of related links.

International Development Resources:

http://www.pvo.net/usaid/index_intl.html

This page provides a search system for locating private voluntary organizations worldwide. It enables interested individuals to obtain a list of PVOs as well as descriptions of those organizations in the area of socioeconomic development.

<http://www.blds.ids.ac.uk/blds/>

British Library for Development Studies online catalog at the International Development Institute, including Europe's largest and most comprehensive research collection on development and the largest collection of development-related journals in Europe.

<http://www.eldis.org>

ELDIS, a free search engine from the Institute of Development Studies, Sussex, U.K., offering an easy route to the latest information on development and environmental issues.

<http://ntl.ids.ac.uk/oxfam/index.htm>

Online Oxfam Great Britain library catalogue. Oxfam is one of the best-known nongovernmental development, relief, and campaigning organizations in the world.

<http://www.idrc.ca/books/reports>

The online reports of the International Development Resource Centre. The International Development Research Centre is a public corporation created by the Parliament of Canada to help researchers and communities in the developing world find solutions to their social, economic, and environmental problems.

<http://www.bl.uk>

The Web site of the home page for the British library. Look for the Social Policy Information Service (SPIS).

<http://bellanet.org>

Free development resources from Bellanet, including software and publications. The website includes practical advice and discussion of approaches to the use of information and communication technologies (ICTs) for knowledge sharing and collaboration; research studies on management and evaluation, collaboration, and policy papers on the use of ICTs in international development; open source software applications; free internet and computer training materials; and a number of e-mail discussion lists on development topics.

<http://www.elsevier.nl>

A comprehensive digital library of numerous topic areas from Elsevier Science. Includes online

journals, books, electronic products, bibliographies, and many other resources.

<http://www.oneworld.net>

Comprehensive worldwide news and situation analyses from Oneworld.net, the internet community of 679 organizations in the area of human rights and sustainable development. In addition to information about Oneworld.net partners, you can receive free news and editorial updates on your area of interest.

<http://www.itdg.org>

Intermediate Technology (IT) Publications website. IT Publications is the world's largest publisher and supplier of books and journals on appropriate technology.

<http://www.cid.harvard.edu/caer2/>; and <http://www.cid.harvard.edu/hiid/index>

The Harvard Institute for International Development has been dissolved, but extensive publications from the institute are available through the Web sites above.

<http://www.un.org/esa/research.htm>

United Nations international development research and analysis site.

Development Organizations:

<http://www.worldbank.org/html/extdr/toc.html>

Resources from the World Bank Group.

<http://www.un.org/>

United Nations general Web site.

<http://www.undp.org/>

The Web site of the United Nations Development Program.

<http://www.unicef.org>

The home page of UNICEF, the United Nations children's agency.

<http://www.ohchr.org>

The home page of the United Nations High Commission on Human Rights. Extensive materials on human rights treaties, including country reports on compliance.

<http://www.wfp.org/index.htm>

World Food Programme, the food organization of the United Nations.

<http://www.wfp.org/links/>

International development (organization) links provided by the United Nations World Food Programme.

<http://www.unsystem.org>

United Nations site locator for the international organizations that are not part of the UN system.

<http://www.interaction.org/>

The website of InterAction, a diverse coalition of more than 160 U.S.-based relief, development, environmental, and refugee agencies working in more than 100 countries around the world. It is the leading U.S. advocate for sustainable development, refugee, and disaster assistance, and humanitarian aid. Offers internship and employment opportunities.

<http://www.sidint.org>

The website of SID, the Society for International Development, one of the largest membership-based civil society organizations working in the field of development.

General Course Requirements:

Each student is expected to fulfill the following assignments:

1. To read all assigned readings in advance of class sessions to participate meaningfully in class discussions. We all had opinions on various social issues before we shared this course. In reading assigned articles, we become more informed than before and are then able to participate more meaningfully as students and as citizens in promoting social change.
2. To regularly attend and participate in class sessions. Attendance will be taken and will comprise a portion of the course grade. You will be graded according to the percentage of the scheduled class sessions you attend. There are several avenues to learning in addition to reading. Another avenue is testing your thinking in class discussions and with interchanges with the instructor. Moreover, by regularly attending class you will at least subliminally experience the oratorical stylings and spellbinding informative presentations of the instructor.
3. A paper on a topic of international human rights violation (ex: human trafficking) in a specific country (ex: India). The student is asked to choose her topic early in the semester and spend the semester reading in her topic area.
4. A major project is required to increase education, advocacy, fundraising or direct aid to an already existing nongovernmental organization addressing the paper topic (ex: what are Doctors Without Borders doing and how can you help?).
5. Oral presentation to class on your topic and project.

All assignments turned in late will not be accepted unless the student made prior arrangements with the instructor. The instructor reserves the right to lower the grade even if an extension is given.

Grading:

1. Attendance/participation	25%
2. Paper due 6/14	30%
3. Reaction papers 5/30, 5/31, 6/14	30%
4. Oral presentation/project 6/14	15%

Cedar Crest College Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College honor code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions to expectation stated in the syllabus.

Disclosures about personal issues are not appropriate for class discussions and presentations.

Honor Philosophy

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Course Schedule:

- May 29 Introduction to the course, review syllabus.
Video: Powagqatsi
International social conditions, colonialism and imperialism in history and contemporary perspectives. United Nations declaration of universal human rights.
Video: Youth for Human Rights
- May 30 Nongovernmental organizations as resources for development, global marketplace and ethical investment related to social responsibility.
Video: Global Market Place
World poverty, global economic justice: inequality and suffering, International Monetary Fund, Gameen Bank, micro lending and the battle against world poverty.
Videos: Bootstrap Capitalism, The End of America, and Bill Moyer's Journal: Global Hunger
Human trafficking victimization, the selling of human beings, "invisible" victims,

what people are trafficked for, who engages in trafficking, Trafficking Victim's Protection Act.

Guest Speakers: Pam Pillsbury: Human Trafficking, and Susie Ravitz: Peace & Justice

Due: 1st reaction paper: Banker to the Poor

May 31

Employment and justice in the global workplace, sweatshops, employment exploitation, international labor organizations.

Videos: Stolen Childhood, and Plumpynut:

<http://www.cbsnews.com/stories/2007/10/19/60minutes/main3386661.shtml>

Children in Need, UNICEF Convention on the rights of children, childhood, illness, slavery, prostitution, educational needs and poverty.

Videos: Born Into Brothels, Waiting for the World to Change, and Child Bride: Stolen Lives

Child soldiers, war refugees, genocide and migration, genocide in Darfur.

Video: Invisible Children

Guest Speaker: Mohamed Rajmohamed: Ethics of War

Due: 2nd reaction paper: Three Cups of Tea

June 13

Women in developing countries, Women's Human Rights Network, violence against women, women's human rights violations analysis and advocacy actions, women and international social development.

Videos: Lifting the Veil, On our Watch, Beauty Academy of Kabul, and Osma

AIDS and issues of accessible health care. World Health Organization international cooperation in health programs and medical research, diseases that know no borders.

Video: The Age of AIDS: Part 2

Guest Speaker: Mary-Theresia Wallang: Female Genital Mutilation

June 14

Migration experience, understanding immigrants and refugees, premigration (Guatemala), transit (Mexico) and resettlement (USA).

Videos: God Grew Tired of Us

Oral/project presentation.

Due: 3rd reaction paper: Mountains Beyond Mountains

Due: Final Paper

Outline for Paper:

Due: June 14, 2009

Length: 15 pages, double-spaced.
MLA or APA format throughout paper and reference page.

Subject: A paper on a topic of your choice. Choose a human rights violation of interest (ex: genocide) in a country that is inadequately dealing with this issue (Sudan, Darfur).

I. Topic Identification

- Define the topic of the paper.
- Discuss the historical background
- What does current professional literature say about this topic (human rights violation) and the geographic area in which it is occurring?
- Define issues from economic, social, psychological and biological perspectives.
- Define what populations are most effected (gender, age group, ethnic group, caste, etc.)?

II. Relevance to Declaration of Human Rights

- How is the violation of human rights defined by the international community?
- What is the U.S.A. involvement (governmental and nongovernmental)?
- What other countries are involved and how?
- What interventions have been instituted including policy formation, sanctions, etc?

III. Personal Perspective

- Present your personal views of your topic or issue.
- What would you propose as a way to solve or at least better address this human rights violation?

IV. Conclusion

Summarize the main findings and identify what is currently being done on an international level to combat this topic or issue. List all existing resources that you have found and include a brief description of each at the end of your paper.

Note: Locations could be in Asia, Africa, Europe, South and Central America. Topic could be health, housing, immigration, child soldiers, AIDS, human trafficking, women's rights, child prostitution, child labor, sweatshops or war refugees.

Reaction Papers: Three reaction papers on each required text.

Due: Banker to the Poor, 5/30/09
Three Cups of Tea, 5/31/09
Mountains Beyond Mountains, 6/14/09

Length: 2 pages each.

Subject: Complete a critical analysis of each book. Describe the state of human rights in the country(s) the book takes place in. Each paper should include a statement that synthesizes your grasp of the material and what you found most interesting in each individual's approach to solving human suffering. Briefly describe the country's socio-political-economic conditions.

Oral Presentation/Project Report:

Due: June 14, 2009

Length of time: 30 minutes

Subject: Group presentation on the Project: Class members will be divided into groups to complete a project design. One outline will be turned in at the time of the presentation. The outline will include your suggested organizing efforts. Each project must include: A literature review, a brief classroom inservice on the issue, one page printed handout with useful information for class members and description on how your group proposes to address the human rights violation.