



MASTER OF SOCIAL WORK (MSW)

SYLLABUS

Only for 2022 Admission

SEMESTER: I

17SWK501 Foundation of Social Work Practice

3 0 0 3

Introduction

This course aims on introducing all types of social work practice—directly with individuals, families or small groups; with and in organizations and communities, and in the administration of social work programs and institutions—hold in common fundamental purpose, values, knowledge, processes and skills. This course provides substantive foundation content in all of the social work areas, ensuring adequate and consistent preparation for more advanced work.

Course Objectives:

1. To introduce students' basic concepts on social work concepts, methods and fields of social work.
2. To enable the students to learn the principles of social work and social work ethics
3. To enable students to understand the various governmental and non-governmental agencies as a field practice functioning in social work settings.
4. To understanding the contributions of social reformers for the profession of social work in India

Course Content

Unit I: Social Work— Conceptualizing and Definitions. Nature, Scope; An overview of methods of Social Work - Primary Methods and Secondary Methods; Micro and Macro Social Work Practice; Social work tools & techniques.

Unit II: Principles, Values and Professional Ethics - Principles of Social Work Practice. Importance of Ethics in professional social work, identifying the values of the social work profession; an approach to dealing with ethical dilemmas. Declaration of Ethics for Professional Social Workers in India- Gender Sensitization in Social Work.

Unit III: Fields of Social Work - Family and Child Welfare, Child Development, Women Welfare and Development, Youth Welfare and Development, Community Development (Rural & Urban), Physical and Mental Health, Correctional Social Work, Labor Welfare. New and Emerging fields such as Social Justice and Empowerment, Human Resource Management, Victim Assistance, Disaster Management, Conflict Management. Role of Social Work Administrators, Researchers, Planners and Policymakers.

Unit IV Fieldwork and Supervision – Importance of Field Work and Supervision. Problems faced by the Social Work Profession in India. Need for Social Science knowledge for Professional Social Workers, Functions of Professional Associations. International Social Work. Emerging areas of Social Work - Environmental Protection, Disaster Management, Social Work applied to Gerontology

Unit V: Indian Philosophies and Social Work: Bhakti Movement. Preaching of Swami Vivekananda and its relevance - Influence of the life and Preachings of SreeNarayana Guru in social upliftment of the downtrodden. Gandhian philosophical foundation to Social Work in India and Sarvodaya movement -

Philosophy of Dr. Ambedkar. Learning from lives and works of Sri Ramakrishna Paramahansa, Mahatma Jyotiba Phule, Sri Baba Amte, and Sadguru Mata Amritanandamayi Devi.

Course Outcomes:

1. Apply basic knowledge about methods, tool, techniques and skills necessary for social work practice
2. Understand basic principles of social work profession and various fields of social work
3. Understand values and ethics of the social work profession.
4. Analyze on field work and supervision and to sensitize the problems faced by the profession, professional bodies, associations and emerging areas
5. Understand the basic Indian philosophy and its relation to social work

Suggested Readings:

1. Acharya, BC.(2012) ‘A handbook of social work’. New Delhi, Wisdom Press.
2. Bradford, W. Sheafor, Charles, R. Horejsi, & Gloria.A. (1997) ‘Techniques and Guidelines for Social Work’, Fourth Edition. London, Allyn and Bacon, A Viacom Company.
3. Josantony Joseph & Gracy Fernandes. (2006) ‘An Enquiry into Ethical Dilemmas in Social Work’. Mumbai, NirmalaNiketan.
4. Rameshwari, Devi & Ravi Prakash. (2000) ‘Social Work Practice’. Jaipur, Mangal Deep.
5. Reamer, Frederic G. (1999) ‘Social Work Values and Ethics’. New Delhi, Rawat.

17SWK502

Psychosocial Perspectives and Counselling

3 0 0 3

Introduction

This course has been contextualized and embedded in the broader perspective of life span development and conceptualization of psychosocial care. s. It gives awareness about social and psychological problems faced in general and prepares the student to face everyday challenges by exposing him/her to coping strategies as a professional social worker.

Course Objectives:

1. To impart knowledge of the basic concepts and various perspectives of psychology
2. An in-depth understanding of the concept of lifespan development, which encompasses the growth and learning of humans from conception to death.
3. An in-depth understanding on the psycho-social care and needs, Intervention, and techniques.
4. To attain skills of interaction with supervisory and managerial personnel in terms of training, counseling and problem solving relationships.

Unit I: Human Development and Behavior:

Stages in mental development: Pre-natal, Infancy and Babyhood, Early childhood, Late Childhood, Puberty, Adolescence, Adulthood; Learning theories; Social Perception – attitude, prejudice, stereotyping, group behavior; Indian scriptures on human development

Unit II: Psycho-Social care: Conceptual clarity, definition, significance, scope of psycho-social care in professional social work, Identification of Psycho-social needs, individual, family and societal levels, Psycho-social intervention among individuals, groups and community level. Skills and techniques in providing psycho-social care

Unit III: Parenting and Adolescence: Effective parenting, Parenting Styles, Understanding the emotional and behavioural problems of children and adolescents. Psychosocial interventions

Unit IV: Counseling Concepts and Stages: Concept and definition, elements, characteristics, goals, Historical evolution as a profession, Scope and Significance, Client Counselor Relationship, skills in counseling, Qualities of a counselor, characteristics of the client, Values and professional ethics in counseling, checklist for a counselor. *Dos and Don'ts in counseling*. Lay counseling. Stages in counseling.

Unit V: Techniques and Settings: Techniques of Counseling, Healthy Defense Mechanisms, Counseling in various settings, focus on strengths and resources of the client

Course outcomes:

1. Demonstrate an understanding of study procedures of children's learning abilities.
2. Show the knowledge of prenatal period, birth process and environment in their planned and healthy behavior.
3. Familiarize with the psycho-social need and interventions strategies.
4. Understand the techniques of counselling.

Suggested Readings:

1. Ashford, J.B, Lecroy, C.W. & Lortie, K.L Human Behavior in the Social Environment: A Multidimensional Perspective. (2nd Edition) Belmont, CA, Wadsworth/ Thomson Learning 2001.
2. Baron, Robert A. 'Psychology', New Delhi: Prentice- Hall of India 2004.
3. Hurlock, Elizabeth 'Developmental Psychology: a life Span Approach', New Delhi: Tata McGraw Publishing Company Ltd 2003.
4. IASC (2007). 'Guidelines on Mental Health and Psychosocial Support in Emergency Settings' [Online].http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf [Accessed 31st September 2010]
5. Sekar, K., Parthasarathy, K., Muralidhar, D., & Chandrasekar Rao, M. (eds.) (2007) 'Handbook of Psychiatric Social Work'. 1st edition. Nimhans publications.
6. Sitholey, P., Agarwal, V., & Vrat, S. (2013). Indian mental concepts on children and adolescents. *Indian Journal of Psychiatry*, 55(Suppl 2), 277-282. Retrieved from [<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3705696/>]
7. Srivastava, C., Dhingra, V., Bhardwaj, A., & Srivastava, A. (2013). Morality and moral development: Traditional Hindu concepts, *Indian Journal of Psychiatry*, 55(Suppl 2), 283-287.

17SWK503 Society, Change and Development

2 0 0 2

Introduction

This course focuses on the conceptual and analytical framework to the society and provides critical understanding on the social-political systems. This course also covers the political and economic concepts and critically analyzes existing and emerging social problems.

Course Objectives:

1. To understand the basic concepts of Society and the functions of Society.
2. To familiarize with the various forms of social stratification in the society.
3. To analyse the factors responsible for change in the society.

Course Content:

Unit I: Introduction to Society: Fundamental Concepts , Definition - Society, Aggregation and Organization, Community, Elements of Community, Community Sentiment, Difference between Community and Society, Difference between Society and Institution, Association. Man and Society - Origin of Society, Types of Society. Socialization – Meaning, Process, factors/agents of Socialization, Development of self, individualization, interests and attitudes.

Unit II: Social Stratification and Social Change: Modernization, Globalization, Social Reforms: State and Civil Society Induced Social Reforms; Revolts/Rebellions, Movements, Revolution, Satyagraha. Social change: Concept, Definition and Factors leading to Social Change. Social Stratification: Caste System and Class System. Power Structure- multiple sources of power – class, status and party. Factors of Social change. Social Exclusion, and Social Conflict. Culture and Social change.

Unit III: Social Problems: Untouchability, Slavery, Beggary, Child Marriages, Problems of – ST, NT, DNTs, and other invisible communities; Gender Based violence; Single Women Headed Households; Drugs & Substance Use; Old Age; Disability; Corruption and Intolerance.

Unit IV: Democracy and Politics in India - Modern Day Approach to Social Development, Role of Welfare State, Role of Market; Neo-liberalism, Millennium Development Goals/Sustainable Development Goals; UN-Human Development Reports.

Unit V: Contemporary Sources of Social Change - Contemporary Developments in Indian Politics, Non-Party Political Formations, Regional Imbalances, Right to information as a democratizing force of social change; Communication and Technology induced change, Influence of liberalization, privatization & globalization (LPG) on Vulnerable groups.

Course outcomes:

1. Understand the basic concepts of Society and the functions of Society.
2. Familiarize with the various forms of social stratification in the society.
3. Analyse the factors responsible for change in the society.
4. Understand the magnitude of problems in the society
5. Critical analysis of the role of Politics and Democracy in the social, economic and the political growth of the Society

Suggested Readings:

1. Diwakar V.D. (1991), Social Reform Movements in India, Mumbai, Popular Prakasham.
2. Dreze Jean and Amartya Sen (1997), India: Economic Development and Social Opportunity, Delhi, OUP.
3. Rajendra K Sharma (2007), Social change and Social Control, New Delhi, Atlantic Publishers.
4. Shankar Rao (1991), Sociology: Principles of Sociology with an Introduction to Social Thought, New Delhi, S. Chand and Company Ltd.
5. Singh Paramjith and Gurpreet Bal (1996), Strategies of Social Change in India, New Delhi, M. D. Publications.

17SWK504**Working with Individuals****3 0 0 3****Introduction**

Social casework, as instructed and practiced in India nowadays, is caught on as an approach to assist people but not at random. As a method of social work profession, it seeks to assist people in an orderly way based on information of human conduct and different tested approaches.

Course Objectives:

1. To understand case work as method of social work and to understand values and principles of working with individuals and families
2. To develop the ability to critically analyse problems of individuals and families and factors affecting them.
3. To enhance understanding of the basic concepts, tools and techniques in working with individuals and families in problem solving and in developmental work

Course Content:

Unit I: Working at individual level/Social Case Work: Definition, objectives, scope and relevance to other methods of social work. Philosophical assumptions and case work values; Historical development of social case work; Importance and scope for working at individual level.

Unit II: Nature of problems, values and principles: Principles of social case work. (Beistic's Principles to be followed) Types of problems faced by individuals and families; Components of social case work; Process

of social case work. (Seven step planned process). Catharsis, Transference and Counter Transference. Role of a social worker.

Unit III: Theories, approaches, SC Work: Understanding the client system. Client and case worker relationship. Approaches: Psycho-analytical, psycho-social, problem solving, behavior modification, crisis intervention and eclectic approach. Similarities and differences - case work, Counselling and psycho-therapy. Recording in social case work.

Unit IV: Tools and Techniques of working at individual level: Tools - Interview, home visits, listening, communication skills, rapport building, observation, and collateral contacts; Techniques - Counselling, supportive, resource enhancement. Clarification, interpretation, suggestion, developing insight, identification, environmental modification, Therapeutic Approaches: Transactional Analysis, Cognitive Behavior Therapy, Psycho-analysis.

Unit V: Settings: working at individual level in different Settings: families, school, community, industry, correctional settings, hospital, geriatric, disasters, children in vulnerable groups (children accommodated in various homes), differently abled; Transgender and people affected and infected by HIV/AIDS.

Course Outcome:

1. Understand case work as method of social work and to understand values and principles of working with individuals and families
2. Develop the ability to critically analyse problems of individuals and families and factors affecting them.
3. Enhance understanding of the basic concepts, tools and techniques in working with individuals and families in problem solving and in developmental work
4. Develop appropriate skills and attitudes to work with individuals and families
5. Develop ability to reflect on 'Self' as person and grow as a professional social worker

Suggested Readings:

1. Barba J. G, (1991), Beyond case work, London, Macmillan.
2. Barry Coronel, (1996), The Social 1996: The Social Work Skills Workbook
3. Mathew, Grace (1992) An Introduction of social case work, , Mumbai, TISS
4. Pearlman, Helen H. (1995) – Social Case Work: A problem solving process. New York, USA, The university press,
5. Robert W Roberts, Rebert H Nee: (2000) Theories of Social Case work, Chicago, Unity of Chicago Press,
6. Upadhyay, R.K., (2003) Social Case Work: A Therapeutic Approach, New Delhi,

Introduction

Social Group work is one of the primary methods of Social work to work with Groups and intervene to solve the problem in groups.

Course Objectives:

1. To familiarize with the origin and the evolution of Social Group Work as a method of social Work in India.
2. To understand the stages, techniques, and the dynamics of Social Group Work
3. To enable in understanding the Theory and models for practice of Group Therapy.
4. To understand the process and phases of Group Development.
5. To highlight the scope and the importance of the Group work in different fields.

Unit I: Philosophical and theoretical base - Historical evolution of group work with special emphasis on the Indian context, ethics and values in social group work. Psychological needs that are being met in groups.

Unit II: Working at group level/Social Group Work: Definition, characteristics, nature, objectives, purpose and principles; Types and structure of groups; Group dynamics – definition & meaning.

Unit III: Theories and models in social group work

Rational theory, Behavior theory and Reality theory. Models - Mutual aid, cognitive model, social goal model, remedial, reciprocal and self-help groups - therapeutic approaches: T-groups, gestalt - Techniques in Group Therapy: Active listening, Brain storming, Psycho-drama, Socio-drama - Sociometry for Group Work.

Unit IV: Stages of group development: Phases of Social Group Work: Pre-Group, Beginning, Middle and Ending. Tuckman's Five Stage of Group Development - Group Process: bond, acceptance, isolation, rejection, cliques, Sub Groups- Factors affecting Group Behavior: Group member resources, Group Structure and Group Processes-Leadership styles.

Unit V: Skills and Roles of social worker: Group work in different settings: Physical and mental health. Industries, Education, Disaster Correctional, Community, Children and Adolescents, Adults and Old Age. Evaluation of Group Work Practice, Recording in social group work.

Course Outcomes:

1. To familiarize with the origin and the evolution of Social Group Work as a method of social Work in India.
2. To understand the stages, techniques, and the dynamics of Social Group Work
3. To enable in understanding the Theory and models for practice of Group Therapy.
4. To understand the process and phases of Group Development.
5. To highlight the scope and the importance of the Group work in different fields.

Suggested Readings:

1. Andrews, J. (2001) Group Work's place in social work: a historical analysis, Journal of sociology and social welfare,
2. Konapka: (1983) Social Group Work: A helping process, Prentice Hall, New Jersey, USA,
3. Balgopal, P. R. and Groups in Social Work - An Ecological Vassil, T. V. 1983 Perspective, New York: Macmillan Publishing Co. Inc.

17SWK591 Concurrent Field Work I

0 0 0 3

Introduction

Concurrent Field Work is an integral component of the Social Work curriculum. It connects the students to the realities of social issues, marginalization and vulnerabilities of various sections of society. The field work would enhance the capacity of the students to interact and intervene with clients/ groups/ community. The students have to undergo Field Work Training for two days /15 hours a week in the semester.

Course Objective

1. Observe and orient on the activities and program carried out in the organization
2. Introduce students to basic concepts of field work
3. Orient the realities of social issues to students in the society.
4. Orient the Students about the problems of marginalization and vulnerabilities various sections of the society.
5. Students enchanted with interact and intervene with clients/ groups/ community.

In the first semester, the students are introduced to basic concepts of fieldwork with an orientation about the types of setting where the students can undergo fieldwork. Afterwards, the students will be placed in selected settings where they have to try basic methods of social work.

Course Outcome

1. To observe and orient on the activities and program carried out in the organization
2. To introduce students to basic concepts of field work
3. To orient the realities of social issues to students in the society.
4. To orient the students about the problems of marginalization and vulnerabilities various sections of the society.
5. Students enchanted with interact and intervene with clients/ groups/ community.

Introduction

Social Work Camp shall be conducted for a minimum period of 7 days. The students shall organize and conduct this camp under the direction and supervision of the teaching faculty in a rural/tribal community. The Rural Camp programme is intended to bring in the living experience of the rural community in view of the social work philosophy and principles. The rural camp facilitates social work trainees to practice and integrate social work in tune with their personal and societal expectations. It provides an opportunity to analyze the regional social system, the approaches, and the strategies of intervention used by the government and non-government organizations

Course Objective

1. To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation
2. To develop an understanding of the level of government intervention in relation to below the poverty line groups in the area and the related structure of decision-making and intervention
3. To develop the capacity to make a critique of the intervention of both the voluntary organisations and the Government Agencies in relation to the specific Below the poverty line group
4. Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships sense of organisation, management and mutual responsibility
5. To acquire skills in planning, organizing, implementing and evaluating the camp

Rural Camp Requirements (Content):

1. Rural camp for 5 to 7 days in a rural village or a tribal area.
2. Pre camp preparation: Students must conduct pilot visits to the rural camp areas to identify and select in consultation with faculty in charge of the camp, framing objectives,
3. Planning: Objectives, Activities, and outcome. Develop Skills in planning and organizing programs in the community, plan programme schedule and funds, preparation of action plan.
4. Implementation: Students will conduct the situational analysis and do needs assessment to plan and implement the programmes. Conduct Baseline survey or need assessment, programme designing, evaluation survey, engaging in community activities (Social Survey, street play, medical camp, awareness programmes, Life Enrichment Education activities, Service activities etc) during the rural camp.
5. Students should prepare a Social Work Camp report and submit it to their respective faculty supervisor.

The trainees have to participate in a Rural/Urban/Tribal camp which gives an opportunity to understand the real-life situations in the rural/ tribal settings in the society and it also provides the opportunity to enhance the skills in planning, organizing and implementing programmes/ projects for the marginalized people. Self-reflection is a major part of the rural camp activities.

Assessment / Evaluation of Rural Camp:

Daily evaluations on the performance of students will be undertaken by the faculty members coordinating camp. A written report on the reflections about the rural camp will also be evaluated.

Course Outcome

1. Students understand the rural and Tribal lifestyle and social structure and familiarize with the rural /tribal social life.
2. Understand the process and phases of Group Dynamics by using Social Work methods and tools.
3. To gain orientation into the policies and programmes by the Government and Voluntary organisations.

22ADM501

Glimpses of Indian Culture

P/F

Introduction: Love is the substratum of life and spirituality. If love is absent life becomes meaningless. In the present world if love is used as the string to connect the beads of values, life becomes precious, rare and beautiful like a fragrant blossom. Values are not to be learned alone. They have to be imbibed into the inner spirit and put into practice. This should happen at the right time when you have vitality and strength, when your hearts are open.

The present course in value education is a humble experience-based effort to lead and metamorphosis the students through the process of transformation of their inner self towards achieving the best. Amma's nectarous words of wisdom and acts of love are our guiding principles. Amma's philosophy provides an insight into the vision of our optimistic future.

1. Invocation, Satsang and Question - Answers
2. Values - What are they? Definition, Guiding Principles with examples Sharing own experiences
3. Values - Key to meaningful life. Values in different contexts
4. Personality - Mind, Soul and Consciousness - Q and A. Body-Mind-Intellect and the Inner psyche Experience sharing
5. Psychological Significance of samskara (with e.g. From Epics)
6. Indian Heritage and Contribution and Q and A; Indian Ethos and Culture
7. Self-Discipline (Evolution and Practice) – Q and A
8. Human Development and Spiritual Growth - Q and A
9. Purpose of Life plus Q and A
10. Cultivating self-development
11. Self effort and Divine Grace - their roles – Q and A; - Vedanta and Creation – Understanding a spiritual Master
12. Dimensions of Spiritual Education; Need for change Lecture – 1; Need for Perfection Lecture - 2
13. How to help others who have achieved less - Man and Nature Q and A, Sharing of experiences

REFERENCES:

1. Swami Amritaswaroopananda Puri - Awaken Children (Volume VII and VIII)
2. Swami Amritaswaroopananda Puri - Amma's Heart
3. Swami Ramakrishnanda Puri - Rising Along the Razor's Edge

4. Deepak Chopra - Book 1: Quantum Healing;Book 2: Alpha and Omega of God;
Book 3: Seven Spiritual Rules for Success
5. Dr. A. P. J. Abdul Kalam- 1. Ignited Minds 2. Talks (CD)
6. Swami RamakrishnandaPuri - Ultimate Success
7. Swami JnanamritanandaPuri - Upadesamritham (Trans: Malayalam)
8. Vedanta Kesari Publication - Values - Key to a meaningful life
9. Swami Ranganathananda - Eternal values for a changing society
10. David Megginson & Vivien Whitaker - Cultivating Self Development
11. Elizabeth B. Hurlock - Personality Development, Tata McGraw Hill
12. Swami Jagatatmananda - Learn to Live (Vol.1 and 2), RK Ashram,
Mylapore

SEMESTER: II

22SWK511 Working with Communities

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Introduction

This course aims at bringing better understanding of community organization and social action as a method of Social Work. Further, the course would also help the student to understand the relation of Community organization and social action with other methods of Social Work like casework, group work, community organization, social welfare administration and social work research. The Students need to know the community power structure to practice community organization method, which is used for empowering people for their development. The details are provided for social work students to understand and practice community organization effectively.

Course Objectives:

1. Understanding Community
2. Learning Community Organization: Conceptualization and definition
3. Knowledge on Theories and Models to Community Practice
4. Understanding Social Action
5. Learning Social Mobilization and Political Mobilization

Unit I: Understanding Community – Conceptualization and definitions, characteristics, types and functions. The concept of power and community power structures. Community-level decision making. Leadership: Definitions, types and qualities.

Unit III: Community Organization: Conceptualization and definitions. Goal/objectives, scope. Values & Principles in Community organization. Community organization as a method of social work. Similarities and differences between Community organization and Community development. Stages/Phases of Community organization. Skills required in Community organization. Roles of a community organizer.

Unit II: An Overview of Theories and Models to Community Practice: Theories - Social systems – Human ecology – Human behavior. Models of community organization - Locality development - Social Planning - Social Action.

Unit IV: Social Action: Conceptualization and definitions. Aim/objectives. Process and elements. Principles and approaches. Theoretical perspectives. Methods of Saul Alinsky and Paulo Freire [Conscientization]. Scope of social action in India. Strategies, Tactics and Techniques of Social Action. Role of social worker in social action.

Unit V: Social Mobilization and Political Mobilization: Conceptualization, interactive process of social mobilization. Political mobilization as a social action strategy. Guiding principles for social mobilization. Cases related to political mobilization in India.

Course Outcome:

1. Understanding Community

2. Learning Community Organization: Conceptualization and definition
3. Knowledge on Theories and Models to Community Practice
4. Understanding Social Action
5. Learning Social Mobilization and Political Mobilization

Suggested Readings:

1. Ashman Karen k. Kirst Hull Jr. Grafton H – (2001) Generalist Practice with organization & communities, United States, Brooks/Cole,
2. Ross, Murray G. & Lappin, Ben (1967) Community Organization: Theory, Principle and Practice, New York: Harper & Row
3. Gangrade, K.D (1971) Community Organization in India, Mumbai: Popular Prakashan.
4. Hardina, Donna (2000) Analytical Skills for Community Organization Practice, New Jersey: Prentice Hall
5. Judith Lee (2001) The Empowerment Approach to Social Work Practice: Building The Beloved Community, Columbia Press
6. Siddiqui H.Y. (1997) Working with Communities: An Introduction to Community Work, Hira Publications.

22SWK512 Introduction to Child Rights and Child Protection 2 0 0 2

Introduction

The objective of this course is to introduce students to the definition of a child, different perspectives on childhood, Parenting, behaviour problems, vulnerable children and the role of the State, especially the legislative and administrative systems for child protection. In order to build a context for this vast set of knowledge and skills, this paper offers information about the concepts of needs and rights and an overview of the State systems, the Indian Constitution, child rights principles, and different national and international instruments to ensure the rights of the child.

Course Objectives:

1. To introduce students to the basic concepts of child, child rights and child protection system functioning at various government levels.
2. To understand the concept of vulnerability and vulnerable children by preventing and responding from perspective.
3. To introduce students to the various government policies, programmes and schemes provide for care and protection of children.

Course Content:

Unit I: Conceptual Clarity on Child and Rights of a Child - Child; Legal age of children as defined in different laws and programs. Understanding child rights, concept of child rights, child rights and human rights.

Understanding rights to survival, protection, development and participation. Concept of Child Rights, History of Child rights and UNCRC, Understanding child rights as human rights - Right to survival- (to Life, Health, Nutrition, Name & Nationality), Right to Development- (to Education, Care, Leisure, Recreation). Right to protection - (from Exploitation, Abuse, Neglect. Right to participation) - Expression, Information, (Thought and Religion).

Unit II: Child right law, Policy and Scheme: -Importance of child rights. Major International Treaties, Child rights in Indian Constitution, Indian Laws related to children, Introduction to National Policy for Children, National Educational Policy and National Charter for children, Integrated Child Protection Scheme (ICPS).

Unit III: Situational Analysis of Children in India: Profile of Situational analysis of underprivileged children - (Education, Girl Child, Children with physical and Learning Disabilities, Trafficking of Children, Working Children, ST/DNT/N& SNT Children etc), Understanding Vulnerable Children- (Children in Need of Care and Protection, Children in conflict with law, Children in contact with law and other vulnerable children) Types: Orphan, Abandoned and Destitute Children. Children subjected to beggary, Children infected and affected by HIV, Children living on & off the streets, Children of Sex Workers, Substance Use among children, Children and unsafe (illegal) migration

Unit IV: Child Care & Protection -Concept, Need, Relevance & Importance. Role of families in Child Rearing, Change in Families and its Impact on Children, Understanding the developmental stages of children, Role of Family, Parents, and Teachers in Child Care and Protection-, Effective parenting - Children's behavior and emotional problems: - Autism, Oppositional Defiant Disorder (ODD), Conduct Disorders, Attention Deficit Hyperactivity Disorder (ADHD), Depression, Anxiety and Related Disorders, Eating Disorders, Learning Disability, Personality Disorders; Character formation. Role of Culture and Traditions in child care and protection.

Unit V: Instruments and Services for Child Protection - Understanding Institutional and non-Institutional services for children (The Juvenile Justice Act), Boards and competent authorities Established under laws (e.g., CWC, JJB, DCPU - i NCPCR, SCPCR, etc.). Role of Civil society in the Management of Institutions under JJ system.

Course Outcome:

1. Conceptual Clarity on Child and Child Rights
2. Knowledge on different vulnerable situations of Children
3. Knowledge on various rights of Child and various commissions and forums for Child Rights and Child Protection
4. Learn about various Child care and protection system.
5. Knowledge on various instruments and services for Child protection

Suggested Readings:

1. Indian Child, Cry – Child Relief & You: Mumbai 1999
2. Child Protection, Current Status and Recommendations of strategies for the Indian Country Programme

- for 2003-2007, A consultative report by Murali Desai, December 2001
3. Rescue and Rehabilitation of child victims, A Report: Department of Women and child development., 2005
 4. Child in Need of Special Protection, East Asia and the Pacific, A UNICEF perspective,
 5. Child Labor: *Getting the message across: a manual to strengthen the production and use of information about child labor in Asia*, Regional Working Group on Child Labor (RWG-CL)
 6. Child Abuse and the law: A review of the law and the legal process, Save the Children, Norway.
 7. Child Victims Rights: A report: international conference on child sex abuse victim protective investigation and trial procedure, 1996.

22SWK513 Introduction to Disaster Management 2 0 0 2

Introduction

The course focuses on disaster, causes of disasters and impacts. The course enables the student to learn different areas of disaster management, models and mitigation strategies. Disaster management course further covers various policies, programs, administrative actions and operations undertaken to address natural or man-made disaster through preparedness, mitigation, response, and recovery.

Course objectives:

1. To understand the definitions of disaster and disaster management and knowledge on the Impact of disasters
2. To understand Disaster Prevention and Mitigation, the Processes of disaster mitigation and disaster management
3. To understand about role of social workers in disaster management

Unit 1: Nature of Hazards and Disasters - Understanding the Concept and Definitions of Disaster, Hazard, Vulnerability, Risk, Resilience, Capacity, Mitigation Impact of Disasters, Relationship between disasters, vulnerability and development: Geographic location of countries and repeated occurrences of natural disasters; Disaster Profiles - Global, National, State-wise scenario of disasters.

Unit II: Factors influencing Vulnerability - Understanding vulnerability: historical factors, geography, gender, age, health, social exclusion, proximity to the possible hazardous event, demography/population density, cultural perceptions (myths) about the occurrence of disasters/ public education and awareness of the hazard, existence or non-existence of early warning systems and levels of communication. Vulnerability reduction. Frameworks to understand vulnerability: The double structure of Vulnerability – Capacity and Vulnerability Analysis - The Pressure and Release Model – The Access Model - The Sustainable Livelihood Approach – The BBC Framework.

Unit III: Participatory approaches in Disaster Management - Participatory Vulnerability Analysis/Participatory Assessment of Disaster Risk; Community-based capacity mapping and analysis. Participatory approach and accountability. Disaster Response: Role of GOs/INGOs/NGOs/CBOs in disaster response and recovery programmes, Role of media in disaster response and recovery.

Unit IV: Disaster Prevention and Mitigation Strategies - Development planning for Prevention and Mitigation; Urban Planning – land use, building codes and standards; Rural Development – food security, sustainable/alternative livelihoods, Drought mitigation; Coastal Zone Management and Hill range development.

Unit V: Disaster Management in India - Disaster Management - concept, meaning, history, organizational and legal dimensions; Disaster Management cycle, an analysis of disasters in India (date of event, cause of event, extent of event, damage caused, size of event, recurrence interval, source of information and response of different communities), **Interventions/Programmes in different disasters** - Role of PRI's and community participation, Role of international agencies Global initiatives, National and regional level organizations, NDMA, SDMA, CBOs and other local level mechanisms. The National Disaster Frameworks: The Disaster Management Act and Code; Role of social workers in Disaster Management. Community Based Disaster Management (CBDM), Psycho-social care in disaster management, Post-Trauma care and Counselling.

Course Outcome:

1. Apply basic knowledge about the various concepts of the disasters and the various impacts of the disaster and major challenges of disaster
2. Understand various factors leading to vulnerability and analyze different theoretical models related to the vulnerability
3. Understand the various community-based interventions through participatory tools adopted in the areas of Disaster management
4. Understand disaster resilience and the significance of local resources in disaster management
5. Understand existing institutional systems in India and legal frame work and the role of the social workers in the areas of disaster management

Suggested Readings:

1. Blaikie, Piers et al, At Risk: Natural Hazards, People's Vulnerabilities and Disasters, London, Routledge and Kegan, Paul, 1994.
2. Bankoff, G., Hilhorst. D. and Frerks. G, Mapping Vulnerability: Disasters, Development and People, James & James/ Earthscan, 2004.
3. Prabhas C.Sinha, Disaster Vulnerabilities and Risks, Trends, Concepts, Classification & Approaches, SBS Publishers 2007. (1-22,122-149)
4. John Birkmann, United Nations University Press, Japan 2006 Measuring vulnerability to Natural disasters - Towards disaster resilience societies (1 to 198)
5. I. Sundar & T. Sezhiya, Disaster Management, Sarup & Sons Publishers, New Delhi, 2007 (153-178).
6. Disaster Management: A status report, Government. of India, 2005
7. The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response <http://www.sphereproject.org/handbook/>
8. Disaster Management in India, Ministry of Home Affairs, Government of India, 2011
9. Sendai Framework for Disaster Risk Reduction, 2015-30, <http://www.unisdr.org/we/coordinate/sendai->

Introduction

This course aims to introduce the concept of health and its dimensions. The learner will be able to understand the different types of diseases and the treatment of communicable and non-communicable diseases through the programmes by the Government of India. This course will help the learner to understand and apply the skills of social work in different physical and mental health settings.

Course Objectives

1. Understand the concept, theories, dimensions and indicators of health.
2. Develop an understanding of the different communicable and non-communicable diseases and the health programmes and policies to address the issues.
3. Understand the dynamics that influences group behaviour and group development.
4. Understand the application of the role and the skills required to work in the fields of social work

Unit I: Introduction to Physical Health:

Health – Definition, Indicators of health; Health challenges in India; Determinants of health; Social determinants of health; Theories of disease causation: germ theory, epidemiological triad, BEINGS model, theory of web causation, epidemiological wheel theory. Public Health and Community Medicine. Community Based health promotion and health education.

Unit II: Diseases and Health Care in India:

Diseases - Major communicable diseases; non- communicable and chronic disabling conditions; environmental health issues; nutritional deficiencies; Reproduction, Fertility and Contraception; Recent Health issues: Swine Flu, Chikungunya, H1N1, Zika, COVID 19, etc. Methods of treatment - Allopathy and Alternative Medicine (AYUSH)

Unit III: Introduction to Mental Health:

Mental Health – Definition, Characteristics; Mental Disorders – Definition, Characteristics; Mental Distress. Myths related to mental disorders; Models of mental disorders; Basic types of mental disorders – Neurosis and Psychosis; Difference between Mental Disorders and Psychiatric Disability; Causes and Features of mental illness; Methods of treatment - Physical, Psychological and Alternative Medicine (AYUSH)

Unit IV: Mental Health Organization and Programs in India:

National Mental Health Programme; District Mental Health Programme; Mental Health Interventions at Primary, Secondary and Tertiary Health Settings; Trans-Cultural Psychiatry.

Unit V: Social Worker's Role in Physical and Mental Health settings:

Overview of Vulnerability Mapping in Physical & Mental Health – Relevance to social work.
Gender focused perspectives on physical and mental health.

Physical Health Settings - Hospital, Community Settings – Urban, Rural and Tribal; Disaster Health Care; Terminal Illness; HIV/AIDS; Accidents and Physical Disabilities.

Mental Health Settings: Psychiatric Hospitals, Child Guidance Clinic, Educational institutions, Correctional Institutions, Industries, Alcohol and Substance Use and Suicide.

Course outcome:

1. Students should be able to understand the concept, theories, dimensions, and indicators of health.
2. Student should gain understanding on the communicable and non-communicable diseases munity.
3. Student should understand the types of psychiatric disorders.
4. Student should gain the skills required to work in different physical and Mental Health settings.

Suggested Readings:

1. Ahuja Niraj (2011) 7th Ed, A Short Textbook of Psychiatry, Jaypee Brothers Publishers Ltd. New Delhi.
2. Bhalwar Raj Vir (ed). (2009) Text Book of Public Health and Community Medicine, Pune: Publisher: Department of Community Medicine, Pune; Armed Forces Medical College, New Delhi in collaboration with World Health Organization, Indian office.
3. Park K, (2007) Park's Text book of preventive and social medicine, 19th edition M/s Banarsidas Bhanot Publishers, Jabalpur.
4. Saddock B.J. and Sadock V.A. (2003). Synopsis of Psychiatry (9th Ed), Philadelphia: Lippin Cott, Williams and Silkins.
5. Sadock, B, J, & Sadock, V.A. (2005). Comprehensive Textbook of Psychiatry. Philadelphia: Lippincott Williams and Wilkins.

22SWK515 Introduction to Gender and Social Work 2 0 0 2

Introduction: This distinctive specialisation focuses on integrating the theoretical concepts of gender and its role in identity, policy, and sustainable development. It equips the learner with the theoretical knowledge required to navigate complex socio-political and socio-economic issues pertaining to gender, and the analytical methodology to formulate interventions. The course provides a deep dive into gender theories and prepares learners to apply them in different geo-political and cultural settings, with a focus on the Indian context. It further explores the role of gender in various aspects of sustainable development such as health, economic viability, education, safety and environmental quality.

Through thought-provoking reading and practical field work, the course provides the learners with training in formulating social interventions towards sustainable development through gender equality, with the learner having to develop their own research based solutions to real-life gender based issues. The learner will be expected to conduct guided field work and research in order to have a holistic understanding of the concepts delivered through the course.

The programme will be of value to practitioners of social work interested in understanding gender issues from a holistic perspective, gaining proficiency in both historic and present-day concepts of gender and social dynamics overall. It will provide the necessary theoretical, analytical, and practical knowledge required to pursue a career in human resources, policy, non-governmental organisations, not-for-profit organisations, and academia. The valuable information gained in this specialisation will prepare learners to design, implement, and evaluate gender sensitisation programmes in both formal and informal workplaces and for organised and unorganised industries. A social worker with this specialisation will be prepared to provide consultancy services, implementation and management of gender sensitisation programmes, and produce academic research analysing the same.

22SWK516 Introduction to Communication for Social and Behavioral Change 2 0 0 2

Introduction:

The course's goal is to give students an intellectual foundation for learning about communication's role in affecting social and behavioural change. The demand for different communication units in governmental and non-governmental organisations would expand because of communication for development. The global impact of this course endeavour will be felt in how change for development is designed for the training of professionals in the field.

Course Objectives

1. Understand the competency-based approach to link analysis and real-life application with theories and concepts.
2. To foreground the need to put knowledge into action by providing skills that students are expected to use.
3. To focus on work based competencies that are needed for effective job performance

Course content

Unit: 1: Studies on development: History, theories and concept

Early theories and models of development, Contemporary theories of development, Human rights-based approach to development, Approaches to development in India, Communication for development: Theories, models and debates

Unit: 2: Theories of Communication for development and social change

Individual level and C4D theories, Community/society level and C4D theories, Structure/systems level and C4D theories.

Unit: 3: Communication for development and human development: The Indian context and global experiences:

Gender, Climate change and community resilience, Environment, Health, nutrition, Water, sanitation, financial inclusion, and livelihoods, Education

Unit: 4: Media and communication for development in India

Communication for development in India Unit 2 Print media Unit 3 Audio-visual media: radio, television and film Unit 4 Community media Unit 5 Digital media

Unit: 5: Communication approaches

Communication approaches, Introduction to communication approaches, Advocacy, Social marketing, Media campaigns, Entertainment education, Peer education, Capacity and capability strengthening, Social mobilisation, Dialogue-based approaches, communication action plan

Course outcome:

1. Students should familiarise with key theories and models of communication for development and social change.
2. Students should be able to design and implement sound communication programmes
3. Students should be able to understand the various conceptualisations of media and communication and their role in the process of development.
4. Students should be able to oriented with an overview of the basic steps in the design of communication strategies for development

Textbooks:

1. Cardoso, F. H. and E. Faletto. 1979. Dependency and Development in Latin America. Berkeley, CA: University of California Press
2. Gibson Timothy A. 2010. The Limits of Media Advocacy, Communication, Culture & Critique 3 (1):44-65.
3. Edwards, Bob and John D. McCarthy 2004. "Resources and Social Movement Mobilization". In Snow, Soule, and Kriesi, The Blackwell Companion to Social Movements, 116-152 Oxford: Blackwell.
4. Balatchandirane, G. (2003). Gender discrimination in education and economic development: A study of South Korea, China and India. International studies, 40(4), 349- 378.

5. Gupta, B., & Dubey, S. (2019). Contemporary Issues and Challenges in the Indian Education System. *International Journal of Engineering and Management Research (IJEMR)*, 9(1), 190-194.
6. Heslop, L. (2014). *Understanding India: The future of higher education and opportunities for international cooperation*. British Council

References:

1. Altbach, P. G. (1993). The dilemma of change in Indian higher education. *Higher Education*, 26(1), 3-20

Case Studies: 2. Campbell, Catherine and Scott, Kerry. 2012. Community health and social mobilisation. In Obregon, Rafael and Waisbord, Silvio, Editors, *The handbook of global health communication*.

4. Wiley-Blackwell. Mayoux, Linda. 2005. Participatory action learning system (PALS): Impact assessment for civil society development and grassroots-based advocacy in Anandi, India, *Journal of International Development* 17 (2): 211-242
5. Singal, N. (2006). Inclusive education in India: International concept, national interpretation. *International journal of disability, development and education*, 53(3), 351-369.
6. Vilanilam, John V. 2005. *Mass communication in India: a sociological perspective*.

22SWK517 Introduction to Human Rights 3 0 0 3

Catalog Description

This course provides an overview of human rights practice and activism. The first part of the course will focus on the history of human rights with an emphasis on the growth of international organizations for advancing human rights. We will examine grassroots social movements and participatory approaches to human rights activism, including recent critiques of participatory human rights and development. The second part of the course focuses on critical skills needed to become more effective activists for advancing human rights. These include professional responsibility and ethics, interview skills and techniques, translating international norms into specific contexts, psychological issues such as trauma and memory, and various approaches to fieldwork.

Course Description

This is a required introductory course for both the MA and Grad Certificate in Human Rights Practice. Our focus will be on ways for moving human rights initiatives forward as well as practical methods for assessing, analyzing, and engaging human rights issues. Students should be generous in sharing their knowledge, research, and experiences with the class and should be receptive to the theories, methods, and knowledge of others including those presented in the readings and discussions. We are open to your ideas and input!

Learning Outcomes

By the end of the semester, it is expected that students will, *inter alia*, be able to:

1. Discuss how human rights often advance through a combination of top-down and bottom-up actions.
2. Explain how activists have shaped the progressive development of international human rights law in several contexts.
3. Explain how human rights instruments can advance social justice for marginalized groups by being translated into local conditions.
4. Explain several major innovations in participatory development and grassroots human rights education
5. Critically assess local, national, and transnational social movements.
6. Apply a general set of norms and an ethos that is essential to human rights practice, especially when working with marginalized groups
7. Recognize inherent psychological issues, such as trauma, that are generally present in human rights fieldwork, and possess some strategies for addressing them.

Course Objectives

During this course students will:

1. Read important recent works about advancing human rights.
2. Read important works on how to become more effective and critical activists for advancing human rights.
3. Engage with external participants through guest videoconferences including major scholars and activists in the field.
4. Organize and lead discussions with virtual guest speakers.
5. Engage in discussions via D2L with their colleagues on video conference guest lectures and the course readings.

Course Outline and Readings

NOTE: For weekly objectives, see the Class D2L page.

Rhythm of the Course

The general flow of the course will be as follows. I will post a PPT to VoiceThread on Sunday or Monday. It will include background information, a discussion of the required readings as well as your mission for the week. Over the next few days, you will do the readings and participate in the VoiceThread, including working on any problem-based assignments. Feel free to make comments or ask questions on any of the VT slides. You should also prep for the videoconference guest who will generally join us later in the week. You should be ready with very thoughtful, nuanced questions for the guest speaker. We then finish up the VoiceThread and come up with follow-up questions for the guest speaker. Then, we take a deep breath before the next week's work. Meanwhile, you should be making steady progress on your class projects throughout the semester.

NOTE: This class is designed to allow each student to explore topics of their own interest in relation to the weekly class material. Each week will be anchored by a guest speaker and one or two readings or films. Each student should focus on those during the week. But, there will also be a number of other issues and readings/films that students can explore as they see fit. Some of the material is

designed to give a larger context or background to the main issues. Others are intended to widen the scope of your learning by looking at the issues in other contexts across time and space. Some material is designed to get you to think deeper about some specific aspects of the main issues. So, you do not need to read or view all of the material listed below in the Course Outline. Also, feel free to read or view additional material not listed below.

Week 1: Introduction to the Course, the Class Projects, and Human Rights in Global

Aug 22-27

Readings: Kathryn Sikkink: “Evidence Indicates That We Should Be Hopeful—Not Hopeless—About Human Rights” <https://www.openglobalrights.org/evidence-indicates-that-we-should-be-hopeful-not-hopeless-about-human-rights/>

Andrew Anderson, “Hard Times, but Human Rights Defenders Are Resilient” (<https://www.openglobalrights.org/Hard-times-but-human-rights-defenders/>).

Dustin N. Sharp, “Prickles and Goo: Human Rights and Spirituality” (D2L)

Assigned: VoiceThread - Personal Introductions (0 Points)

VoiceThread - Introduction to the Course (0 Points)

VT: Human Rights Today and Ukraine Video Guest Lecture Reports (10 Points)

Guest Olena Tanchyk, Former Dean of the Faculty of Economics at Donetsk State University of Management in Mariupol, Ukraine

Week 2: The DRC, Colonization, and the History of Human Rights

Aug 28-Sep 3

Readings: “M23 militia’s artillery fire, backed by Rwanda, ratchets up tensions in endangered gorillas’ Congolese home” (Internet)

“Armed Group Atrocities Creating Havoc in Eastern DR Congo” (Internet)

Sharon Sliwinski, “The Childhood of Human Rights: The Kodak on the Congo”

Jason Stearns, *Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa* (Selections, Library)

Films: *Congo: White King, Red Rubber, Black Death*, dir. Peter Bate

Lumumba, dir. Raoul Peck

Virunga, dir. Orlando von Einsiedel (Netflix)

City of Joy, dir. Madeleine Gavin (Netflix) or

The Man Who Mends Women: The Wrath of Hippocrates, Dir. Thierry Michel (UA Library)

Guest: David Kasali (Recorded Videoconference)

TBD

Assigned: VoiceThread: Colonialism, the First/Second Congo War, etc. (10 Points)

Week 3: Progressive Development of Contemporary Human Rights Law, Strategic Litigation, Gender-Based Violence

Sep 4-10

Readings: Rhona K. Smith, *Textbook on International Human Rights*, Chapters 1-6 (D2L, Skim, almost solely for reference)

“Status of Ratification: Interactive Dashboard” (<http://indicators.ohchr.org/>)

Simmons, “Deconstruction, Concrete Universalisms, and Human Rights of the Other” in *Human Rights Law and the Marginalized Other* (D2L)

Katie Redford and Beth Stephens, “The Story of Doe v. UNOCAL: Justice Delayed But Not Denied” (D2L)

Possibly Some Material on Eritrea and Tigray

Report of the Special Rapporteur on the Situation of Human Rights in Eritrea (A/HRC/26/45)
(<http://www.ohchr.org/EN/countries/AfricaRegion/Pages/ERIndex.aspx>)

Human Rights Concern – Eritrea, “Their Voice Is Ours... Their Suffering Too!” (Internet)

“Eritrea: 1st Periodic Report, 1999-2016” (ACHPR Website)

Various Shadow Reports on Eritrea (for CEDAW and ACHPR, Internet)

Latest News and Reports on Tigray

Video: Milena Kaneva (dir.) *Total Denial* (YouTube)

Guests: Gaye Sowe, IHRDA

Ka Hsaw Wa, Earthrights International (Recorded)

Assigned: Voice Thread: Strategic Litigation and GBV in Africa (10 Points)

Week 4: The White Savior Complex, Participatory Development, and Feminist Epistemology

Sep 11-17

Readings: Richa Nagar, *Muddying the Waters: Coauthoring Feminisms across Scholarship and Activism* (Selections, D2L)

Yohanna Abdou, et al. “Localizing International Human Rights Norms through Participatory Video with People Affected by Leprosy in Niger, Nigeria, and Mozambique”

Simmons, Handout: “Participation in Development and Human Rights Discourse: Panacea, Tyranny, Transformation” (D2L)

Valerie Miller and Maria Suarez Toro, “Resonance and the Butterfly Effect: Feminist Epistemology and Popular Education” (D2L)

Valerie Miller, “Rights-Based Approaches and Beyond: Challenges of Linking Rights and Participation” (Internet)

Jordan Flaherty, *No More Heroes* (Selections, D2L)

Teju Cole, “The White-Savior Industrial Complex” (Internet)

William Simmons, “Feminism, Ignorance, and Human Rights” (D2L)

Lucy Ferguson, “‘This is Our Gender Person’: The Messy Business of Working as a Gender Expert in International Development” (Library Database)

Wendy Harcourt, “Another Hotel Room, Another City, Another Training: Reflections on Co-Optation of Feminism by Development” (Internet)

Guests: Dr. Angelina Mattijo, NTLI, University of Juba

TBD from India

Assigned: Class VoiceThread including feminism and microfinance initiatives

Week 5: Joyful Human Rights, Perpetrators, Reconciliation, Resilience, PTSD,

Sep 18-24

Readings: William Paul Simmons, “Joyful Perpetrators,” “Joyful Activists,” and “Human Rights Winners” (D2L)

William Paul Simmons, “Making the Case for a More Joyful Approach to Human Rights” (Internet)

Clowns without Borders, “Joyful Human Rights: Interview with William Simmons,” <https://www.facebook.com/clownswithoutborders.usa/videos/328760264893004>

Audre Lorde, “Uses of the Erotic” (D2L)

Audre Lorde, “The Uses of Anger: Women Responding to Racism”

Simmons, et al. “Measuring Individual-Level Resilience and Post-Traumatic Growth in International Development: The Case of an Arts-Based Intervention among Rohingya Refugees in Bangladesh”

Brooke Elise Axtell, “What I Know of Silence” (D2L)

Brooke Elise Axtell, *Beautiful Justice: Reclaiming My Worth After Human Trafficking and Sexual Abuse* (Selections, D2L)

Films: *The Act of Killing*, Dir. Joshua Oppenheimer

Guest: Naomi Schafer, Clowns without Borders-USA

Assigned: VoiceThread and/or Letters Dear Brooke and Dear Naomi (10 Points)

Week 6: Climate Change, Resilience, and Feminism

Sep 25–Oct 1

Readings: ICCP – Sixth Assessment Report; <https://www.ipcc.ch/report/sixth-assessment-report-cycle/>
COP26 Website: <https://ukcop26.org/>

Simmons et al. “Measuring Resilience and Posttraumatic Growth at the Individual and Communal Levels in the Context of an Arts Intervention for Rohingya Refugees in Bangladesh”
Robin Al-haddad, et al., Concept Note: “Their World: Experiencing Forced Migration through the Eyes of Rohingya Children” (D2L)

Guests: Rafiqul Montu, Independent Journalist

Panel Discussion on Climate Change and Human Rights (Recording)

Assigned: VT: Coastal Journalism Initiative

Week7: Srebrenica, Memory, and International Criminal Law and/or Decolonial Pedagogy and Critical Consciousness

Oct 2-8

Readings: Savo Heleta, *Not My Turn to Die: Memoirs of a Broken Childhood in Bosnia*

Selected Cases of the ICTY (<https://www.icty.org/en/cases>)

Subscribe to justwatch-1@listserv.buffalo.edu

Films: *Quo Vadis, Aida?*, Director: Jasmila Zbanic

“Srebrenica - a Horrifying Confession” – 6 minute selection from *The Anatomy of Evil* by Ove Nyholm (https://www.youtube.com/watch?v=ri4u_IpCvXE)

Srebrenica Genocide: No Room For Denial
(<https://www.youtube.com/watch?v=Sq77TySTst0>)

Romeo and Juliet in Sarajevo (Recommended), Director: John Zaritsky
(<https://www.youtube.com/watch?v=jnQ1ITAVjhw>)

Guest: Savo Heleta, formerly of Nelson Mandela University

Assigned: VoiceThread on Bosnia and/or Decolonial Pedagogy Scale (D2L)

Week 8: Catch Up and Final Student Projects (30 Points) Oct 9-12

Introduction:

This course aims to teach students a basic understanding of research methodology and its relevance to social work practice. After learning about the scientific method, the students are led step-by-step through the different phases of the research process: identifying a researchable problem, formulating the research question, creating the research design, recruiting the sample, using research tools for data collection, analyzing and interpreting the data, and communicating the results. Further, they are encouraged to deepen their critical thinking skills by using deductive logic and by thinking in a scientific way.

Course Objective:

1. Understand the scientific method, as well as the role of scientific research as part of social work practice
2. Gain the skills to define a researchable problem and formulate a research question
3. Gain the ability to formulate research hypotheses in order to test theories, which include at least one independent and one dependent variable
4. Develop an understanding of the different research designs, and gain the ability to recruit a sample and to apply different research tools in the field
5. Know how to summarize and present data as charts and frequencies in descriptive research, as well as to compare groups and find relationships between variables in inferential research

Unit 1: Role of Social Work Research and Scientific Method:

Scientific research in natural vs. social sciences, relevance of scientific research in social work practice, features of the scientific method, code of ethics for social science research

Unit 2 Problem Formulation

Finding researchable problems, conducting a literature review, formulating the research question, stating the research objectives

Unit 3 Variables and Theories

Concepts and conceptualization, operationalization of concepts as variables, types of variables, nature and role of theories in social science research, formulation of hypotheses, induction vs. deduction

Unit 4: Research Designs, Sampling, Tools:

Units of analysis, research designs for quantitative research (survey vs. experimental), sampling methods, tools of data collection in quantitative research (observation methods, standardized questionnaires, rating scales, schedules), psychometric properties of quantitative research tools (validity, reliability, practicality)

Unit 5: Quantitative Data Processing and SPSS

Definition of data, levels of measurement (nominal, ordinal, scale, ratio), measures of central tendency (mode, median, mean), measures of dispersion (range, standard deviation, variance), descriptive statistics (charts and frequency tables), inferential statistics (exploring differences between groups and exploring relationships between variables), significance level $p < 0.05$, communicating results by publishing a paper

Course outcome:

1. Students should be able to understand the role of scientific research in social work practice.
2. Students should be able to understand the research process: they should be able to find theories in the scientific literature which are relevant to their area of inquiry, and know how to test these theories using empirical data.
3. Students should develop the skills to design a simple quantitative research study and to collect data using research tools.
4. Students should understand the basic concepts of how to interpret common statistical analyses.
5. Students should be able to understand the role of scientific research in social work practice.

Suggested Readings:

1. Bryman, A. (2016): *Social research methods* (5th edition). Oxford, UK: Oxford University Press.
2. Goode, W. J. & Hatt, P. K. (2017). *Methods in social research*. Hyderabad, India: Asia Law House.
3. Creswell, J. W. (2014). *Research design. Qualitative, quantitative, and mixed methods* (4th edition). Los Angeles, CA: Sage.
4. Kothari, C.R. (2004). *Research methodology. Methods and techniques* (2nd revised edition). New Delhi, India: New Age International Publishers. Retrieved from <https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf>
5. Krishnaswamy, O. R. & Ranganatham, M. (2013). *Methodology of research in social sciences* (2nd edition). New Delhi, India: Himalaya Publishing House.
6. Kumar, R. (2011). *Research methodology. A step-by-step guide for beginners* (3rd edition). Los Angeles, CA: Sage. Retrieved from http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf
7. Neuman, W. L. (2014). *Social research methods. Qualitative and quantitative approaches* (7th edition). Pearson Education India.

References

1. Bacon-Shone, J. H. (2013). *Introduction to quantitative research methods*. Hong Kong: Graduate School, The University of Hong Kong. Retrieved from <https://hub.hku.hk/bitstream/10722/191018/1/Content.pdf>
2. Nick, T. G. (2007). Descriptive statistics. In W. T. Ambrosius (Ed.), *Topics in biostatistics* (p. 33-52) (Series: Methods in Molecular Biology). Totowa, NJ: Humana Press. Retrieved from https://www.researchgate.net/profile/Douglas_Mahoney2/publication/5402488_Linear_Mixed_Effects_Models/links/57e560bf08ae9227da964db4.pdf#page=42
3. Patel, P. (2009). *Introduction to quantitative methods*. Retrieved from <https://www.studocu.com/row/document/takoradi-polytechnic/quantitative-studies/quantitative-methods-practical/2647139?origin=null>
4. Urdan, T. C. (2011). *Statistics in plain English* (3rd edition). London, UK and New York, NY:

Introduction: Amrita University's Amrita Values Programme (AVP), is a new initiative to give exposure to students about richness and beauty of Indian way of life. India is a country where history, culture, art, aesthetics, cuisine and nature exhibit more diversity than nearly anywhere else in the world. Amrita Values Programmes emphasize on making students familiar with the rich tapestry of Indian life, culture, arts, science and heritage which has historically drawn people from all over the world.

Courses offered under the framework of Amrita Values Program:

Art of Living through Amma

Amma's messages can be put to action in our life through pragmatism and attuning of our thought process in a positive and creative manner. Every single word Amma speaks and the guidance received in on matters which we consider as trivial are rich in content and touches the very inner being of our personality. Life gets enriched by Amma's guidance and She teaches us the art of exemplary life skills where we become witness to all the happenings around us, still keeping the balance of the mind.

Insights from the Ramayana

Historical significance of Ramayana, the first Epic in the world – Influence of Ramayana on Indian values and culture – Storyline of Ramayana – Study of leading characters in Ramayana – Influence of Ramayana outside India – Misinterpretation of Ramayana by Colonial powers and its impact on Indian life - Relevance of Ramayana for modern times.

Insights from the Mahabharata

Historical significance of Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in Mahabharata – Kurukshetra War and its significance – Importance of Dharma in society – Message of the Bhagavad Gita - Relevance of Mahabharata for modern times.

Insights from the Upanishads

Introduction: Shruti versus Smrti - Overview of the four Vedas and ten Principal Upanishads - The central problems of the Upanishads – Ultimate reality – the nature of Atman - the different modes of consciousness - Sanatana Dharma and its uniqueness - The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, Satyakama Jabala, Aruni, Shvetaketu.

Insights from Bhagavad Gita

Introduction to Bhagavad Gita – Brief storyline of Mahabharata - Context of Kurukshetra War – The anguish of Arjuna – Counsel by Sri. Krishna – Key teachings of the Bhagavad Gita – Karma Yoga, Jnana Yoga and

Bhakti Yoga - Theory of Karma and Reincarnation – Concept of Dharma – Idea of the Self and Realisation of the Self – Qualities of a Realised person - Concept of Avatar - Relevance of Mahabharata for modern times.

Swami Vivekananda and his Message

Brief Sketch of Swami Vivekananda’s Life – Meeting with Guru – Disciplining of Narendra - Travel across India - Inspiring Life incidents – Address at the Parliament of Religions – Travel in United States and Europe – Return and reception India – Message to Indians about our duties to the nation.

Great Spiritual Teachers of India

Sri Rama, Sri Krishna, Sri Buddha, Adi Shankaracharya, Sri Ramanujacharya, Sri Madhvacharya, Sri Ramakrishna Paramahansa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi

Indian Arts and Literature:

The aim of this course is to present the rich literature and culture of Ancient India and help students appreciate their deep influence on Indian Life - Vedic culture, primary source of Indian Culture – Brief introduction and appreciation of a few of the art forms of India - Arts, Music, Dance, Theatre, Paintings, Sculpture and architecture – the wonder language, Sanskrit and ancient Indian Literature

Importance of Yoga and Meditation in Life:

The objective of the course is to provide practical training in YOGA ASANAS with a sound theoretical base and theory classes on selected verses of Patanjali’s Yoga Sutra and Ashtanga Yoga. The coverage also includes the effect of yoga on integrated personality development.

Appreciation of Kerala’s Mural Art Forms:

A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario Mural painting is not restricted to the permanent structures and are being done even on canvas. A distinguishing characteristic of mural painting is that the architectural elements of the given space are harmoniously incorporated into the picture. Kerala mural paintings are the frescos depicting mythology and legends, which are drawn on the walls of temples and churches in South India, principally in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th to 12th centuries CE when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

Practicing Organic Farming

Life and nature are closely linked through the healthy practices of society for maintaining sustainability. When modern technological knowhow on microorganisms is applied in farming using the traditional practices we can avoid damage to the environment. The course will train the youth on modern practices of organic farming. Amma says “we have to return this land to the coming generations without allowing even the slightest damage to happen to it”. Putting this philosophy to practice will bring about an awakening and enthusiasm in all to strive for good health and to restore the harmony in nature”

Ancient Indian Science and Technology

Science and technology in ancient and medieval India covered all the major branches of human knowledge and activities, including mathematics, astronomy, physics, chemistry, medical science and surgery, fine arts, mechanical, civil engineering, architecture, shipbuilding and navigation. Ancient India was a land of sages, saints and seers as well as a land of scholars and scientists. The course gives an awareness on India's contribution to science and technology.

22SWK596

Concurrent Field Work II & Winter Internship

0 0 0 3

Having gained knowledge and understanding from the previous semester field work, the students are expected to improve their practice skills in different settings. They get an opportunity to work with children, women adults, or elderly in the community. They are also involved in planning and developing programmes in the field.

Winter Internship has to be completed during the Winter break at the end of the First semester and will be evaluated during the Concurrent Field Work Viva Voce Exam II.

22AVP103

Mastery Over Mind (MAOM)

1-0-1- 2

Course Overview

Master Over the Mind (MAOM) is an Amrita initiative to implement schemes and organise university-wide programs to enhance health and wellbeing of all faculty, staff, and students (UN SDG -3). This program as part of our efforts for sustainable stress reduction gives an introduction to immediate and long-term benefits and equips every attendee to manage stressful emotions and anxiety facilitating inner peace and harmony.

With a meditation technique offered by Amrita Chancellor and world-renowned humanitarian and spiritual leader, Sri Mata Amritanandamayi Devi (Amma), this course has been planned to be offered to all students of all campuses of AMRITA, starting off with all first years, wherein one hour per week is completely dedicated for guided practical meditation session and one hour on the theory aspects of MAOM. The theory section comprises lecture hours within a structured syllabus and will include invited guest lecture series from eminent personalities from diverse fields of excellence. This course will enhance the understanding of experiential learning based on university's mission: "Education for Life along with Education for Living", and is aimed to allow learners to realize and rediscover the infinite potential of one's true Being and the fulfilment of life's goals.

Course Outcomes:

Course Outcome 1: To be able to describe what meditation is and to understand its health benefits (CO1)

Course Outcome 2: To understand the causes of stress and how meditation improves well-being (CO2)

Course Outcome 3: To understand the science of meditation. (CO3)

Course Outcome 4: To learn and practice MA OM meditation in daily life. (CO4)

Course Outcome 5: To understand the application of meditation to improve communication and relationships. (CO5)

Course Outcome 6: To be able to understand the power of meditation in compassion-driven action. (CO6)

Course Structure

Unit 1: Describe Meditation and Understand its Benefits (CO1)

A: Importance of meditation. How does meditation help to overcome obstacles in life

B: Understand how meditation works. Understand how meditation helps in improving physical and mental health. Understand how meditation helps in the development of personality.

Unit 2: Causes of Stress and How Meditation Improves Well-being (CO2)

A: Learn how to prepare for meditation. Understand the aids that can help in effectively practicing meditation. Understand the role of sleep, physical activity, and a balanced diet in supporting meditation.

B: Causes of Stress. The problem of not being relaxed. Effects of stress on health. How meditation helps to relieve stress. Basics of stress management at home and the workplace.

Unit 3: The Science of Meditation (CO3)

A: A preliminary understanding of the Science of meditation. What can modern science tell us about this tradition-based method?

B: How meditation helps humanity according to what we know from scientific research

Unit 4: Improving Communication and Relationships (CO5)

How meditation and mindfulness influence interpersonal communication. The role of meditation in improving relationship quality in the family, at the university and in the workplace.

Unit 5: Meditation and Compassion-driven Action (CO6)

Understand how meditation can help to motivate compassion-driven action.

Practicing MA OM Meditation in Daily Life (CO4)

Guided Meditation Sessions following scripts provided (Level One to Level Five) during meditation sessions.

TEXTBOOKS/ REFERENCES:

1. Allen, Cynthia (2020) *The Potential Health Benefits of Meditation*
2. Sharma, Hari (2022) *Meditation: Process and Effects*
3. Mayo Clinic Staff (2022, April 29). *Meditation: A Simple, Fast Way to Reduce Stress.*

4. Seppala E (2022, June 30th) *Unexpected Ways Meditation Improves Relationships a Lot*. Psychology Today
5. Schindler, S., & Friese, M. (2022). The relation of mindfulness and prosocialbehavior: What do we (not) know?. *Current Opinion in Psychology*, 44, 151-156.
6. *Amritam Gamaya* (2022). MataAmritanandamayi Mission Trust.

Course Assessment:

The course outcomes are envisaged as a four broad categories of assessment with the overallweight of each component as articulated in the Course Assessment Specification (Table 3).

1. Reflective Journal: 20 %
2. Group Activities: 20 %
3. Class Participation: 40%
4. Written Examination: 20%

Course Assessment Specification Table:

		CO1	CO2	CO3	CO4	CO5	CO6	Total
1	Reflection					10	10	20
2	Group Activities	20*						20
3	Class Participation				40			40
4	Written Examination	5	5	5		5		20

*The Group Activities could be related to CO1, CO2 or CO3 depending on the preference of theinstructor

SEMESTER: III

22SWK601

Social Legislations for Vulnerable Groups

3 0 0 3

Introduction

Social Work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. The legal awareness and functioning of the legal system in the country is essential for a social work professional in their practice. This course will help the students to gain understanding constitutional remedies, PIL and provisions of various significant legislations in India

Course Objective:

1. To understand the basic concept of Judicial system, constitutional safeguards to vulnerable sections.
2. To know the Legislation for the protection of women, children Socially disadvantaged groups in India
3. To develop in students the necessary legislation knowledge to practice Social work

Unit I: Introduction to Constitution of India and Social Legislation- Brief introduction to the Indian Constitution, Fundamental rights, Directive principles of state policy, Constitutional remedies (Writ Petitions and PILs); Human rights, Citizens' rights against police; Structure of Indian judicial systems & reforms therein (including Lokadalats etc), Social Legislation as instrument of protection of vulnerable sections of the society and for furthering social reforms

Unit II: Laws Related to Children-The Juvenile Justice (Care and Protection of Children) Act, 2015; POCSO Act, 2012; The Criminal Law (Amendment) Act, 2013; The Child Labor (Prohibition and Regulation) Amendment Act, 2016; Prohibition of Child Marriage Act 2006: Right of Children to Free & Compulsory Education Act, 2009.

Unit III: Laws Related to Women- Introduction to Immoral Traffic (Prevention) Act 1956; Dowry Prohibition Act 1961, Indecent Representation of Women Act 1986, Prevention of Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redress) Act -2013; IPC-Section 498-A; Other relevant provisions from the IPC & CrPC.

Unit IV: Laws Related to Socially Disadvantaged - The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Amendment Act, 2015, The Rights of Persons with Disabilities Act, 2016, Scheduled tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Maintenance and Welfare of Parents and Senior Citizens Act 2007; Bonded Labour (System) Abolition Act-1976

Unit V: Laws for Social Change- Right to Information Act-2005; Mahatma Gandhi National Rural Employment Guarantee Act 2005; Central Educational Institutions (Reservation in Admissions) Act 2006. The National Commission for Allied and Healthcare Professions Act 2021. Recent Amendments in Social Legislations.

Course Outcome:

1. Enhanced knowledge on the constitutional safeguards to vulnerable sections.
2. know the Legislation's on child protection
3. Know the laws protecting the women India.
4. Know the rights of Socially disadvantaged groups.
5. Know the laws promoting social change in India.

Suggested Readings:

Bare Acts of relevant legislations

1. Basu, Durga Das. (1971) Introduction to the Constitution of India. New Delhi, Prentice Hall of India.
2. Gangrade K D. (1978) Social Legislations in India (Vol I and II). New Delhi, Concept Publishing Company.
3. Shanmuga Velayutham (1998) Social Legislation and Social Change Chennai, Vazhga Valamudan Pub
4. South Asia Human Rights Documentation Centre - SAHRDC. (2006) Introducing Human Rights. New Delhi, Oxford University Press.
5. Aswini Kant Gautam. (2001) Human Rights and Justice System. New Delhi, A. P. H. Publishing Corporation.
6. Narang, A S. (2000) Indian Government and Politics. New Delhi, Geethanjali Publishing House.

22SWK602 Project Formulation and Management 3 0 0 3

Introduction:

Project management is the single most effective method of running programs and projects in an organization within defined and dynamic constraints. In fact, the concepts of project management are universal and can be observed anywhere there is an organized activity, in every organization across various settings. Project management principles, tools and methodologies are essential to the success of an organization and long-term future. This course provides an exposure to the essentials i.e. the project management language, frameworks and the way of successful project leaders in order to increase the success of an organization or an individual across domains and settings.

Course Objective:

1. Knowledge on the overview of concepts and processes organizations and work of Project Formulation
2. Knowledge on the strategies and planning, Objective Oriented Planning: Logical Framework Approach of Project

3. Understanding on Conceptualizing and Initiating a Project
4. Knowledge on Work Breakdown Structure, Scheduling Tools of Project Management
5. Understanding on Leadership in Project Management through case studies.

Unit I: Project Management- An overview of concepts and processes organizations and work; operations, understanding project, project life cycle, project management process; Activities, output, outcome, deliverables, performance indicators and evidence.

Unit II: Planning- Basic steps; strategies and planning, preparing the pre-planning stage; Mission and Vision statement; SWOT analysis; situation assessment, identification of critical issues; contents of a strategic plan; characteristics of an effective annual operating plan, implementing strategic plan.

Objective Oriented Planning: Logical Framework Approach; analysis of the project context; stakeholder analysis, problem analysis, objective analysis, plan of activities, resource planning, risk analysis and risk management.

Unit III: Conceptualizing and Initiating a Project- Setting goals and securing commitment; the project goal, developing goal statements, setting budget goals; time and money, managing conflicts, creating goal commitment. ILO framework.

Unit IV: Work Breakdown Structure, Scheduling Tools- Gantt Charts; PERT/CPM Networks; project control, purpose, processes; periodic control techniques, preventive control techniques, cost control, monitoring, midterm evaluation and end term evaluation, providing components and indicators for evaluations.

Project completion and review; improving project performance, steps for project completion, learning before doing, learning after doing, carrying out reviews.

Unit V: Leadership in Project Management- Essential characteristics of good project leader, managing teams in projects, training for staff in social welfare projects; Communicating risk, essential characteristics of effective communication; Public relations.

Case presentations on successful proposal & preparing a project proposal for funding organizations.

Course Outcome:

1. To familiarize the students about the processes of Project Formulation and Logical Framework Approach of Project.
2. Students should understand on Work Breakdown Structure, Scheduling Tools of Project Management
3. To gain Leadership skills in Project Management through case studies.

Suggested Readings:

1. Ghattas and Sandra L McKee. (2008) Practical Project Management. New Delhi, Pearson Education.
2. Leech Corinne. (2004) Successful Project Management Open Learning Programme. Oxford, Elsevier.
3. Browning Beverly A. (2011) Grand writing for Dummies. 3rd Edi. Wiley, John & Sons, Incorporated.

4. Heerkens Gary R. (2011) Project Management. USA, McGraw- Hill Publications.
5. Gray CF et al. (2000) Project Management: The Managerial Process. Boston, McGrawHill,

22SWK603 Social Welfare Policy and Administration 3 0 0 3

Introduction:

The field of social work administration has supplied information on administrative applications for social welfare organisations or projects that function similarly to organisations in the field of social welfare. Social workers must be administratively proficient in order to practice their job with competence. The only way to improve competency, effectiveness, and goal attainment in project administration is to apply administrative concepts to social work. Regardless the length, the project must be organised. "Administration signifies the deliberate application of knowledge, skills, and values to such activities as creating objectives and planning programmes, mobilising and managing resources, and assessing outcomes," is stated in a single line.

Course Objective:

1. Apply basic knowledge about social policy and the administration of Human service organizations
2. Understand welfare policies of the government
3. Understand skill of establishing a human service organization
4. Understand concept, process, indicators and determinants of social development
5. Analyze capacity to formulate strategies necessary for social development

Course Content:

Unit I: Social Welfare Policy- Concept, meaning, definition, need, evolution, constitutional base, sources and instrument. Approaches to social policy; unified, integrated and sectoral. Social welfare; Meaning, concept and importance, evolution of social welfare in India.

Unit II: Social Welfare Policies and Programmes for Various Populations- Scheduled sastes (SCs) and schedule tribes (STs), other backward classes (OBCs), religious and linguistic minorities, women, children, older persons and persons with disabilities (PWDs), transgender, mentally Ill persons, refugees, Substance Use, internally displaced persons (IDP) and project affected persons (PAPs).

Unit III: Social Welfare Administration- Definition, meaning, concepts, scope, task, functions, skills, principles and areas. Evolution of social welfare administration in India. Administrative setup & functions; centre level, state level, & local level.

Unit IV: Non State Organizations (NSO)/Civil Society Organizations (CSOs)- History and evolution of CSO in the World & India. Type of VOs: Legal Status of VOs / CSOs; salient features of societies registration act, 1860: State acts related to voluntary organizations. Indian Trust Act 1882. Organizational Structure:

National Policy on Voluntary Sector - 2007. Problems and challenges in administration of Voluntary organization.

Unit V: Administration of NSOs/CSOs- Office administration, reporting and preparation of annual reports; Financial administration. Resource mobilization: Fund Raising. Income Tax Act Sections 12A, 35AC, 80G & 80 GGA; Foreign Contribution Regulation Act (FCRA) 2010. Need for effective implementation of FCRA provisions and challenges for government and VOs. Recent amendments in Policy and Administration.

Course Outcome:

1. Recognize the core dynamics of social welfare administration, particularly in the Indian system.
2. Understanding of the ability to explain various government of India policies.
3. Analyze critically the Indian social planning structures and processes.
4. Acquiring knowledge of the dynamics of development and sustainable development indexes and processes.
5. Evaluation of various welfare programmes and policies created from a developmental perspective

Suggested Readings:

1. Bhattacharya Sanjay. (2006) Social Work Administration and Development. New Delhi, Rawat.
2. Chowdhry Paul D. (2006) Social Welfare Administration. Delhi, Atma Ram & sons.
3. Goel, S.L. & Jain, R.K. (1988) Social Welfare Administration, Vol. I & II. New Delhi, Deep and Deep.
4. Sachdeva D R. (2007) Social Welfare Administration in India. Allahabad, KitabMahal.

Elective : Community Development

22 SWK631 Rural and Tribal Community Development

3 0 0 3

Introduction:

The course will introduce the problems of the rural Community and the scope for application of models of rural development. This course will help in analysing the various rural and Tribal development policies and programmes and the effectiveness of the programmes in the development of the community.

Course Objective:

1. To Understand the concepts of Rural, Rural Community, Development, Community Development & the rural economy of India.
2. To Apply models of rural development and determinants of rural development and Understand Rural Development Planning
3. To Understand the various rural problems and their professional roles community development worker.
4. To Analyze various interventions like rural development policies and programmes and the importance of local self-governance and constitutional binding
5. To Understand the concepts of Tribal Community, socio-economic aspects & leadership and

understand various problems of tribal population and Apply major tribal development programmes.

Course Content:

Rural Community Development

Unit-I: Rural Community and Community Development- Conceptualization and definitions, Characteristics of rural community. Rural Economy of India, Paradigms of Rural Development, Determinants of Rural Development. Framework for community and economic development. Social capital and community building.

Unit-II: Rural Problems and Interventions-

Problems: Rural Poverty; Rural-urban migration – forced migration & eviction; Agrarian crisis including farmers' suicide; Food security - current challenges; Land acquisition and related issues; Social exclusions; Issues and reforms regarding public sector units - privatization. Human animal conflicts.

Interventions: Salient features of various policies for Rural Development in India; Rural development agencies and its role; Major Rural Development Programmes in India; Critical analysis of the earlier programmes and discussion on current programmes. Role of voluntary agencies in Rural Development.

Unit-III: Planning and Organizing Rural Development-

Planning - Levels and functions of planning; Decentralization of planning; Methodology of micro-level planning, Methodology for block and district level planning; Techniques of Participatory Rural Appraisal (PRA) in Rural Development. Community asset mapping.

Organising – Designing an appropriate organization, Government organizations, Panchayati Raj organizations, Gram Sabha: Concept, Significance, Structure & Powers. Cooperatives, and Voluntary Agencies. Social Audit and its role.

Tribal Community Development

Unit IV: Tribes & Problems of Tribes- Tribe - Conceptualization and definitions, Characteristics, Socio economic conditions, Cultural and religious aspects. Tribal leadership -Local, State, and National levels. Problems – Livelihood issues, debates in tribal development - forest dwellers' rights, tribal displacement, eviction, resettlement and rehabilitation.

Unit: V Tribal Development Programmes and Interventions- Major tribal development programmes - Tribal Area Development Programme; Hill Area Development Programmes [HADP]; Tribal Sub-Plans [TSP]. Role of voluntary organization in tribal development.

Course Outcome:

1. Understand the concepts of Rural, Rural Community, Development, Community Development & the rural economy of India.
2. Apply models of rural development and determinants of rural development and Understand Rural Development Planning

3. Understand the various rural problems and their professional roles community development worker.
4. Analyze various interventions like rural development policies and programmes and the importance of local self-governance and constitutional binding
5. Understand the concepts of Tribal Community, socio-economic aspects & leadership and understand various problems of tribal population and apply major tribal development programmes.

Suggested Readings:

1. Babuji, M. (1993) Tribal Development Administration, Kanishka Pub., New Delhi.
2. Desai V. (1988) Rural Development, Vol 1-4. Bombay, Himalaya Publishing House.
3. Devendra Thakur (1994) Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi.
4. Mukherjee Amitava. (2004) Participatory Rural Appraisal –Methods & Applications in Rural Planning. New Delhi, Concept Publishing Company
5. Rhonda Phillips, Robert H. Pittman. (2009), An Introduction to Community Development, New York, Routledge.
6. Singh Katar. (2009) Rural Development: Principles, Policies and Management. New Delhi, Sage Publication.
7. Sing & Vyas (1989) Tribal Development, Himanshu, New Delhi.
8. Sisodia Singh Yatindra. (2005) Functioning of Panchayat Raj System. Jaipur, Rawat Publications.
9. UNDP. (2000) Rural Urban Linkages; An Emerging Policy Priority. New York, Bureau for Development Policy.

22SWK632 Urban Community Development and Good Governance 3 0 0 3

Introduction:

This course aims on bringing better understanding of urban community development, and delivers focused theory and skill-based approaches to understand the local and global dynamics of urban society. The course aims at promoting professional development and capacity building in the area of Urban development and governance.

Course Objective

1. To understand the different aspects of a urban community, its characteristics and problems
2. To understand the concept of urban community development
3. To Develop the knowledge on Social organization in urban settings
4. To understand the concept of good governance
5. To enhance the knowledge on the Actors of good governance and Essentials of Good Governance.
Gained knowledge on Tools for Good Governance

Course Content:

Unit I: Concepts- Definition, General principles. Origin and growth of cities ,theories of urban development- Central place Location Theory and Sector Theory, Characteristics of urban societies, Factors responsible for

urban growth, Types of cities , process of urban development. Urban Zones – The Loop ; Zone in transition; zones of working men’s zone; the residential zone and the commuters zone.

Unit II: Urbanism, urban ecology- Population; environment; technology and organization; the process – concentration, centralization, segregation, invasion and succession, Rural urban contrast, urban locality, urban place, urban agglomeration, urban population, urban growth, urbanization, Urban renewal, urban migration and other related terms. Sustainable development of urban cities, planned cities – Modern trends in Urbanisation.

Unit III: Social organization in urban settings- Cultural, social, political aspects of urban life Urbanization and industrialization, Social consequence of urbanization Urban problems; overcrowding, disorganization, crime, delinquency, white collar crime, unemployment, labour problems, prostitution, alcoholism, beggary, poverty, slums, migration , Waste management. Urban social welfare in India, Urban outlook and social change, Urban and Town planning, Models of Urban development in India, 74th Amendment of the constitution and public private partnership in urban development. Slum development board.

Unit IV: Good Governance- Understanding concepts, Actors of good governance, Essentials of Good Governance, - Rule of law- accountability, transparency, participation inclusiveness – people’s control.

Unit V: Tools for Good Governance - Human Rights, Actors of Good Governance, Understanding Civil Society in Good Governance, Futuristic perspectives of Good Governance in Globalized World. Promotion of Good Governance by UNDP, IMF and World Bank.

Course Outcome:

1. Understand the different aspects of a urban community, its characteristics and problems
2. Understand the concept of urban community development
3. Develop the knowledge on Social organization in urban settings
4. Understand the concept of good governance
5. Enhance the knowledge on the Actors of good governance and Essentials of Good Governance. Gained knowledge on Tools for Good Governance

Suggested Readings:

- 1) Anderson, Nels, The Urban Community: A World Perspective. New York: Holt, Rinehart and Winston. (1959).
- 2) Burgess, W., and Bogue , Urban Sociology , University of Chicago Press, 1964.
- 3) Sivaramakrishnan K C, Amitab Singh B N, A Handbook of Urbanization in India, New Delhi ; Oxford, 2005.
- 4) Ramachandran R, Urbanization and Urban Systems in India, Oxford India Paperbacks , 2009.
- 5) Aichbhaumik, Debajyoti, Indian Policy on Industrialisation, Urbanisation and Industrial New Town Development in Gideon Golany , Ed, International Urban Policies, John Wiley & Sons, New York 1978, pp. 231-48.
- 6) Bhargava Gopal, Urban Problems and Policy Perspectives, Abhinav Publications, New Delhi, 1981.
- 7) Sundaram K V, Urban and Regional Planning in India, Vikas, New Delhi 1977.

Introduction

This course aims at introducing the concept of mental health and the need for mental health care in India. The learner will be able to understand the types of Mental disorders and its treatment. This course will help the learner to understand and apply psychosocial interventions in their field work especially in the area of mental health.

Course Objectives

1. Understand the concept of mental health and Psychiatric Social Work.
2. Understand the classification of Mental Illness.
3. Understand the signs, symptoms and treatment of the mental disorders.
4. Understand the application of the psychosocial interventions at the individual, family and the community level.
5. Understand the research, training and the welfare measures for persons with mental illness.

Unit I: Mental Health : WHO definition of Mental Health - Global Mental Health – Definition - Mental Well-being- Mental Health Social Work or Psychiatric Social Work – Definition - Historical development of Psychiatric Social Work (India & Abroad). - Need for mental health care in India.

Classification of Mental Disorders : ICD-10 and DSM V TR. Case History and Mental Status Examination -Symptoms of Disorders of Perception, Thought, Speech, Memory, Emotion and Motor functioning.

Unit II: Signs, symptoms and treatment of common mental disorders: Common Mental Disorders: Anxiety Spectrum Disorders, Mood (Affective) Disorders, Schizophrenia, Mental Retardation/ Intellectual Disability, Disorders that Affect the Elderly (3 D's- Depression, Dementia, Delirium), Psychoactive Substance Use Disorders.

UNIT III: Signs, symptoms and treatment of other mental disorders: Other Mental Disorders Less Commonly Seen: Childhood Psychiatric Disorders, Personality Disorders, Sexual Disorders and Dysfunctions, Cultural Bound Syndromes.

Unit IV: Psychosocial Interventions and Management: Relevance and importance of Psychosocial intervention - Psychosocial Management of psychiatric illness - Individual level Group level - Family Level - Community level: family visit, school visit, visit to Collateral Contacts - Multidisciplinary Approach in Psychiatry - Role of social workers in mental health settings.

Unit V: Training, Research and Welfare Measures: Training and research evidences in psychiatric social work interventions - Social welfare measures for persons with mental disability – disability pension, travel concession, tax concession, etc.

Course outcome:

1. Students should be able to understand the concept of Mental Health, and Psychiatric Social Work
2. Students should be able to gain understanding of the classification of Mental Disorders as per the ICD 10 classification.
3. Students should be able understand types of mental disorders, its symptoms and treatment.
4. Students should be able to understand the role of psychiatric social worker in the management of psychiatric illness and psychosocial intervention in families and Community.

Suggested Readings:

1. Ahuja, Niraj (2011) A short Text Book of Psychiatry 7th edition, Jaypee Brothers, New Delhi.
2. Bhalwar Raj Vir (ed). (2009) Text Book of Public Health and Community Medicine, Pune: Publisher Department of Community Medicine, Armed Forces Medical College. Pune, In collaboration with World Health Organization Indian office. New Delhi.
3. Park, K. (2005) Park's text book of Preventive and Social Medicines, Jabalpur, M/s Banarsidas Bhanot Publishers, .
4. Medical Psychiatric Book, Social Work in Health Settings, Practice in Context, 3rd Edition, (2002-09) By Toba Schwaber Kerson, Judith L.M. McCoyd, Associates (2010), Medical Social Work: The Reference Book , John Webb, ,Publisher: Trafford On Demand Pub.

22SWK642 Social Work Practice in Mental Health II 3 0 0 3**Introduction**

Community based mental health care is a decentralized approach to ensure health and wellbeing of the individual. Community-based care is planned to supplement and decrease the require for more expensive inpatient mental wellbeing care delivered in hospitals.

Course Objective:

1. To enable students to understand the concepts of Community mental health and the commonly seen mental disorders.
2. To enhance knowledge on the recent Development in Mental Health nationally and internationally
3. To gain information on the various legislations related to mental health in India
4. To understand the approaches/models of mental health practiced in the community.
5. To enlighten on the role and contribution of the NGO's in promoting Mental Health and preventing Mental Disorders in the Community

Course Content:

Unit I: Community Mental Health: Scope, concepts and perspectives; Historical Overview of Community Mental Health in India and abroad; Relevance of Community Mental Health Services in India, Traditional systems of mental health care in India. Mental disorders in primary health care. Mental health of women, maternity workers, Children and adolescents- school going and drop outs, mental health needs of elderly, Special groups-refugees, disaster affected populations, Suicide and attempted suicide, Public mental health education

Unit II: Trends in Mental Health Care promotion: Prevention of mental disorders, Promotion of mental health, International developments in mental health care, Inter-sectoral Collaboration between Government and Non-Governmental Organizations, Psychosocial care for mental health issues in rural, urban and tribal areas, Challenges for mental healthcare in India.

Unit III: Legislations related to Mental Health: Legislations in Mental Health impacting Community Mental Health – Mental Health Care Act, 2017; Convention on Rights of Persons with Disabilities, 2007; Mental Health Policy 2014; Rights of Persons with Disability Act, 2016, Mental Health Care Bill 2016; National Health Policy 2017: Critical evaluation of the legislations. Recent Amendments.

Unit IV: Community Mental Health Models: Moving beyond the Institutional Model of service delivery, Community Mental Health practice integrated with the public health system, Models of Health care - Clinical Model, Ecological Model, Systems Model, Community based rehabilitation (CBR) models of mental health care. Clinical tools for information gathering – Genogram, Ecomap and Social network Map.

Unit V: Community Mental Health and NGOs:- Role of Non-Governmental Organizations in Mental Health care - Treatment: care and rehabilitation; Community-based activities and prevention; Research and training; Advocacy and empowerment. Strengths and limitations in Mental Health care delivery.

Course Outcome:

1. Enable students to understand the concepts of Community mental health and the commonly seen mental disorders.
2. Enhance knowledge on the recent Development in Mental Health nationally and internationally
3. Gain information on the various legislations related to mental health in India
4. Understand the approaches/models of mental health practiced in the community.
5. Enlighten on the role and contribution of the NGO's in promoting Mental Health and preventing Mental Disorders in the Community

Suggested Readings:

1. Agarwaal, S.P., Goel, D.S., Ichhpujani, R.L., Salhan, R.N., Shrivatsava, S. (2004). Mental Health- An Indian perspective(1946-2003), Directorate General of Health Services, Ministry of Health and Family Welfare, New Delhi.
2. Chandrashekar,C.R.,Issac, M.K., Kapur, R.L., Parthasarathy, R. (1881). Management of priority mental disorders in the community, Indian Journal of Psychiatry. 23: 174-178.
3. Chatterjee,S.,Patel, V.,Chatterjee,A.,Weiss,H.A. (2003). Evaluation of a community based rehabilitation model for chronic schizophrenia in India, British Journal of Psychiatry,. 182:57-62.
4. Director General of Health Services: National Mental Health Programme for India. New Delhi, Ministry of Health and Family Welfare, 1982.

5. Parthasarathy, R. Chandrasekar, C.R., Issac, M.K. and Prema, T.P. (1981).A profile of the follow-up of the rural mentally ill ,Indian Journal of Psychiatry, 23:139-141.
6. Patel, V., Thara, R. (Eds). (2003). Meeting mental health needs in developing countries: NGO innovations in India, Sage(India), New Delhi.
7. Ranganathan, S. (1966). The Empowered Community: a paradigm shift in the treatment of Alcoholism. TTR Clinical Research Foundation, Madras.
8. Sinha, D. (1990). Concept of psycho-social well-being: Western and India perspectives, NIMHANS Journal, 8(1), 1-11.

Elective : Child Rights and Child Protection

22SWK651 Understanding Children as Vulnerable Groups 3 0 0 3

Introduction:

The objective of this course is to provide students a deep understanding on various concepts of child, vulnerable children and various problems faced by children in family as well as children under institutional care, the role of State, especially the legislative and administrative systems for child protection. In order to build a context for this vast set of knowledge and skills, this paper offers information about the concepts of needs and rights and an overview of the State systems, the Indian Constitution, child rights principles, and different national and international instruments to ensure the rights of the child.

Course Objective:

1. Learning on the Conceptual Clarity and profile of children
2. Knowledge on the Situation Analysis of Vulnerable Children
3. Understanding the Problems of Children in Family
4. Understanding the Children Without Families and under institutional care
5. Knowledge on Child Maltreatment and Violence Against Children

Course Content:

Unit I: Conceptual Clarity and profile of children- Vulnerable children- Concept & definition, Profile & demographic analysis, National & regional disparities, Girl children, Children with disabilities.

Unit II: Situation Analysis of Vulnerable Children- Children in need of care & protection, Children in conflict with law, Children in contact with law Children living on & off streets, Children in exploitative labour markets, Children affected by emergencies & disasters, Children affected by HIV/AIDS & Substance Use, Children of families at risk, Orphaned abandoned & destitute-

Unit III: Problems of Children in Family- Changing nature of Indian family, Rise of nuclear family, Disintegration of families, changing nature of support systems, Lack of care givers in the family, Surrogacy, Adoptive families, Surrogate families, Guardian arrangements, Women headed and single parent families. Parental expectation, Peer group influence, Problems of adolescence in families and schools.

Unit IV: Children Without Families and under institutional care- Situation of children living without family and institutional support structures, Children living in institutions, Children with physical or mental disabilities but without family. Counselling and Mental health of child

Unit V: Child Maltreatment and Violence Against Children- Children subjected to human trafficking, Human smuggling, Sexual maltreatment & pornography, Forced labour, internal displacement, Unsafe migration, Begging, Drug trafficking, Hostilities, Abandonment, Cruelty, Unsafe Migration, Pornography; Effects of migration on children

Course Outcome:

1. Enable students to understand the Situation Analysis of Vulnerable Children.
2. Enhance understanding on the Problems of Children in Family.
3. Gain information on the Children Without Families and under institutional care and Child Maltreatment and Violence Against Children.

Suggested Readings:

1. Bajpai Asha (2003) Child Rights in India: Law, Policy and Practice, Oxford University Press.
2. Govt of India (1998) Plan of Action on Child Trafficking
3. HAQ's short paper on 'Dealing with Children in Conflict with Law- Role of Police'
4. HAQ's short paper on 'Children's Right to be Heard in Judicial Processes'
5. Maharukh Adenwalla,(2006) Child Protection and Juvenile Justice System for Juvenile in Conflict with Law, Childline India Foundation,
6. Nanjunda D C (2008) Child Labour and Human Rights: A Prospective. New Delhi, Kalpaz Publication
7. NIPCCD, (2002) The Child in India – A statistical Profile, NIPCCD, New Delhi. UNICEF Publication
8. Ruzbeh N. Bharucha, (2008) My God is a Juvenile Delinquent, Sainathan Communication, New Delhi.
9. UNICEF (2006) Guidelines on the Protection of Child Victims of Trafficking, Unicef Technical Notes, Child Trafficking and Migration, New York, UNICEF Head Quarters

22SWK652 Care and Support Services for Children 3 0 0 3

Introduction:

This course intended for provide understandings to the students on various International, regional, State and Non-state initiatives in the care and support services to children in India. This course also provides knowledge about minimum standards of care and support services ensured by the statute.

Course Objectives:

1. Knowledge on various Care and Support Services for Children
2. Learn about the different initiatives of care and support services for children in India
3. Knowledge on various Civil Society Initiatives for Care and Support Services for Children
4. Knowledge on various International & Regional Initiatives for child Care and Support Services
5. Enhance knowledge on Minimum Standards of Care & Support Services

Course Content:

Unit I: History & Evolution - International situation, Indian situation, Initiatives of the United Nations, Pre & Post-Independence Initiatives in India.

Unit II: State Initiative- Critical understanding of the Govt. services, Integrated Child Development Services (ICDS), Sarva Shiksha Abhiyan (SSA), Mid-Day Meal (MDM), National Child Labour Project (NCLP), Central Adoption Resource Agency (CARA) Special Programmes for Girl Children: Kishori Shakti Yojana (KSY), Balika Samridhi Yojana (BSY), Sukanya Samridhhi Yojana (SSY), Beti Bachao Beti Padhao Yojana (BBBPY), Childline. Services under J J Act and other laws; Issue Specific Services.

Unit III: Path Breaking Civil Society Initiatives - The Kosbad Model – Anganwadi The Prerana model - EIGT- NCC, ESP, IPP, CAA. The SOS Model and other. Shelter Services Adoption services, Services for the disabled, Other issue based initiatives.

Unit IV: International & Regional Initiatives- SGDs, issue based initiatives, Role of UNICEF, SAARC/SAIEVAC, Toll-free Helplines for children. Role of Voluntary Organisations in Supporting CNCP,

Unit V: Minimum Standards of Care & Support Services- Minimum standards of C & S services South Asian Protocol; Quality care as right, Issues of quality care, , Protocols, SOPs, Checklists, Guidelines, and other tools for quality care; Social audit, Monitoring, Co-Management of state run services; Child participation: Concept, Importance, its role in programme planning, Monitoring and Evaluation; Individual care Plan, Importance of care plan for children, Care history, Case report and Importance of Home/Social Investigation Report; Components in proposal writing, Understanding Inputs, Outputs, Impacts and Outcomes, Monitoring and Evaluation, Report writing.

Course Outcome:

1. Enable students to understand the various Care and Support Services for Children
2. Enhance understanding on different initiatives of care and support services for children in India.
3. Gain information on various International & Regional Initiatives for child Care and Support Services

Suggested Readings:

1. Bose Pradee (2006) Child Care and Child Development: Psychological Perspective, Jaipur: ABD.
2. Choudhary Premanand (2008) Child Survival, Health and Social Work Intervention, Jaipur: ABD P
3. Pandey V C (2005) Child Education. Delhi: Isha Books
4. Sagade Jaya (2005) Child Marriage in India: Socio-Legal and Human Rights Dimensions, New Delhi: Oxford University Press.
5. Sakshi Puri,(2004) Child Welfare and Development Services. Jaipur: Pointer Publications.
6. Shrimali Shyam Sundar,(2008) Child Development. New Delhi: Rawat Publications.

Elective : Disaster Management

22SWK661

Hazards, Risk and Disasters

3 0 0 3

Introduction:

The course enables the student to learn deeply in to the different areas of disaster management, models and mitigation strategies. This course focuses on various hazards and its impact on the social change. This specialisation course on Disaster management further covers various Disasters occurred in the Indian sub-continent and the existing system of preparedness, mitigation, response, and recovery.

Course Objectives:

1. To understand the concepts of disaster and disaster management and knowledge on Impact of disasters
2. To understand Global and Social impacts of various hazards on different sections of the society
3. To understand about the disaster situation in the Indian subcontinent and the role of social workers in disaster management.

Unit I Conceptualizing Disasters

Introduction to concepts - hazard, risk, disaster, crisis, emergencies, vulnerability, susceptibility, capacity, disaster management, prevention, preparedness, mitigation, rehabilitation. Theories on Risk, Crisis and Disasters: Social structure and disasters. The nature of risk - components of risk - Kirchton's risk triangle - inherent level of risk. Meaning and explanation of Risk transfer, risk communication, risk perception, risk avoidance and risk assessment. Social, economic and political processes within developing countries that structure the impact on natural disasters.

Unit II Classification and Impacts of Hazards

Types of hazards: Natural Hazards – Geologic hazards, Atmospheric hazards and other natural hazards. Natural hazards as Catastrophic hazards/ rapid onset hazards/ slow onset hazards; Anthropogenic Hazards – Technological Hazards, Acid rain; Contamination of atmosphere or surface water with harmful substances; Ozone layer depletion; Global warming. Effects of Hazards: Primary, secondary and tertiary effects; Time and space dimensions of disasters.

Unit III Disasters and Social Change

Social groups affected by disasters: Ethnicity and Gender issues, Children, aged, physically disabled, internally displaced people, and others. Community and organizational changes during disasters; Migration, conflicts and disasters; Poverty, hunger, conflicts and disasters: social inequalities and entitlements. State, civil society and local/ indigenous community during disasters. Social interfaces and social change in the context of disasters.

Unit IV Fundamentals in Disaster Management

The disaster management cycle: Critical reflections on the disaster management cycle, Components of a disaster management system: Early Warning System and Communication during disasters, Disasters and sustainable transformation: Recognizing local culture, structure, capacities and need.

Unit V Disasters in the Indian Sub-continent

History of disasters in India from the vulnerability perspective – (i) Famines in India – (ii) Partition – (iii) Drought in Maharashtra, Andhra Pradesh, Gujarat – (iv) Bihar and Mumbai Floods – (v) Earthquakes in Latur, Gujarat, and Kashmir – (vi) The Orissa super-cyclone – (vii) The Bhopal Gas Tragedy – (viii) The Indian Ocean Tsunami - (ix) Epidemics in the Indian Sub-continent – Plague, Smallpox, Vector-borne diseases. Terrorist, Communal violence.

Course Outcome:

1. Apply basic knowledge about the various concepts of the disasters and the various impacts of the disaster
2. Understand the various community-based interventions through participatory tools adopted in the areas of Disaster management
3. Understand the existing institutional systems in India and various types of disasters occurred in India.

SUGGESTED READINGS:

Damon P Coppola: International Disaster Management, Butterworth-Heinemann, 17-Oct-2006 - Political Science - 576 pages

Risk analysis - A basis for Disaster Risk management Guidelines, 2004 DeutscheGeselleschaft fur TechnischeZudammenarbeit (GTZ), Germany.

Alexander, D. E. Confronting Catastrophe: New Perspectives on Natural Disasters, New York, Oxford University Press, 2000.

Blaikie, Piers et al, At Risk: Natural Hazards, People's Vulnerabilities and Disasters, London, Routledge and Kegan Paul, Cuny, FC, Disaster and Development, 1983, New York, Oxford University Press. 1994.

Sen, A.K. Poverty and Famines: An Essay on Entitlement and Deprivation, New Delhi, Oxford University Press, 1983.

Introduction:

Course objectives:

1. To understand the nature and types of disaster response system and the role of various stakeholders
2. To understand best practices in relief operations and relief strategies in disaster management
3. To understand techniques of impact assessment and risk assessment

Unit I Nature and Types of Immediate Response

Phases of Disaster: Understanding Response & Recovery. Individual, Family and Community Responses. Natural History of Individual Responses: Reactions, Factors and Psychodynamics; Threat, Impact, Recoil, Early aftermath phases. Post traumatic stress, anxiety and depressive reactions. Community Responses to Disasters: Reactions to warning, Blame and hostility in disasters, Role of family and relatives. Organizational responses to disasters. Role of media in disasters.

Unit II Standards and Best Practices in Relief Operations

Hyogo Framework for Action – International Strategy for Disaster Risk Reduction – National Policy & Act. The SPHERE standards - Humanitarian Charter, Minimum Standards Common to All Sectors; Minimum Standards in Water, Sanitation and Hygiene Promotion; Minimum Standards in Food Security, Nutrition and Food Aid; Minimum Standards in Shelter, Settlement and Non-food items; Minimum Standards in Health Services; Minimum Standards in Education; Critique of the SPHERE Standards. International Standards relating to key vulnerable groups: Women; Children; Older People; People living with HIV/AIDS; Disabled Persons; Minorities (descent-based, religious and linguistic status); Indigenous Peoples; Migrant workers; Non-nationals/ Non-citizens); Internally Displaced Persons.

Unit III Immediate Relief Strategies

Characteristics of the response phase: Impact, Rescue, Inventory, and Remedy. Identity. Categories of relief: Food, Clothing and other maintenance, Shelter, Building and Repair, Household furnishings, Medical and nursing care, Occupational supplies and equipment, Small business rehabilitation etc. Types of Activity: Core value activity – Search and Response, Caring for Casualties, Protection against continuing threat, Relief and caring of survivors. Organizations in Response: Police Department, Fire Department, Public Works Department, Hospitals, Voluntary Organizations/ NGOs. Organizational Constraints: Communication, Coordination, Authority Structure, Prior Experience. Disaster Relief Logistics - strategic planning, preparedness, pre-event response etc.

Unit IV Disaster Impact Assessment

An overview of disaster assessment: Role and Steps in the Assessment Process; Evolving Objectives of Assessment; Different data collection methodologies suitable for assessment. Multi-Sectorial Damage Assessment.

Unit V General features of Integrated Risk Assessment

Short term relief versus long term Recovery; Emergency Operations Plan Development: The dominant planning model: Command and Control – Assumptions and Consequences. Incident Command System. Alternate approaches. Principles of Planning. Different types of disasters and planning implications. Developing a Plan: Direction and Control; Communication; Alerts and Warnings; Evacuation and Closure; Criteria for evaluating disaster plans.

Course Outcome:

1. Students should know about different modes and methods of disaster response.
2. Students should be exposed to the best practices in relief activities.
3. Students should be aware about the techniques of assessment of disaster Risk and impact.

SUGGESTED READINGS:

1. McEntire D. A. Disaster Response and Recovery: Strategies and Tactics for Resilience, United States, John Wiley and Sons, 2006.
2. Payne, L., Rebuilding Communities in a Refugee Settlement: A Casebook from Uganda, Oxford, Oxfam, 1998
3. Spodek, H. 'Crises and responses Ahmedabad', Economic and Political Weekly, 2001, p1627-1638. 2000
4. TISS: State and Civil Society in Disaster Response: An Analysis of the Tamil Nadu Tsunami Experience, Mumbai, TISS,. 2005

Elective : Gender and Social Work

22 SWK671 Introduction to Gender Theory 3 0 0 3

Introduction: This course aims to introduce learners to the foundations of gender theory by studying some of the most important philosophies on gender and social norms in sociology, anthropology, and social work. This will include a comparative analysis of western vs non-western ideas and their roots. Learners will engage in deep study and discussion on the influence of social entities (including media, politics, and industry) on the formation of gender norms and perpetuating structures (hegemony). Learners should complete the course with a better understanding for how they, as social workers, can help society as a whole move towards gender **equality**.

Course Objectives:

- a. Understand the complex and intersecting factors that define gender overall, socialised gender norms, and individual gender identity.
- b. Develop a critical understanding of the concept of gender equality, be aware of our role as human beings in creating social inequities, and identify what we can do to improve the situation.
- c. Acquire a foundational understanding of gender as a concept in sociology, anthropology, and social work
- d. Understand and develop one's own assumptions about gender, social inequality, and the role this has in sustainable development

Course content:

Unit I: Gender Sensitization introduction: Justification for this topic and the importance of this specialization within social work. Overview of the major issues in the world that are related to gender inequality and systematic, generational perpetuation of such inequality

Unit 2: Sociological concepts of gender: Basic sociological theories of gender and gender-based norms. Differences between biological sex and social gender (and why it is important).

Unit 3: Gender Archetypes: Media and its role in defining acceptable gender behaviours. Case study reviews to pin-point gender norms.

Unit 4: Hegemonic Masculinity: Definitions of Masculinity, Femininity, and Hegemony. Common factors that create and perpetuate gender-based power dynamics

Unit 5: Gender in Social Work: The role of a social worker in addressing gender inequality and preventing human rights violations

Course outcome:

1. Students should know the differences between gender theories
2. Students should be able to understand how gender inequality has impacted/influenced social norms and systematic, generational poverty, as well as recognize the need for and the means to a more equal society.
3. Students should have a foundational knowledge of “hegemony” and the processes that perpetuate power dynamics in society.
4. Students should understand their role as social workers in striving for gender equality.

Indicative Reading List:

- Coley, C., Gressel, C.; Dhillon, A.; Shukla, T.; Sheshadri, S.; Pandey, N.; Kumar, G.; Bhavani, R.R. (2022). *A Braided River: The Universe of Indian Women in Science*. UNESCO Publishing.
- Coley, C.; Gressel, C.; Bhavani, R.R. (2021). *Transforming ‘Men’talities: Gender Equality and Masculinities in India*. UNESCO Publishing.
- Valerie Amos and Pratibha Parmar (1984) *Challenging Imperial Feminism*. *Feminist Review* 17: 3-19.
- Sedef Arat-Koç (2018) *Migrant and domestic care workers: Unfree labour, crises of social reproduction and the unsustainability of life under ‘vagabond capitalism’*. in Juanita Elias and Adrienne Roberts, eds. *Handbook on the International Political Economy of Gender*. Cheltenham: Edward Elgar Publishing.
- Judith Butler (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.
- Kimberle Crenshaw (1989) *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*. *University of Chicago Legal Forum* 139-168.
- Sylvia Rivera Cusicanqui (2012) *Ch’ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization*. *South Atlantic Quarterly* 111(1): 95-109.
- Michel Foucault (1976) *The History of Sexuality Volume 1: An Introduction*. New York: Pantheon Books.
- Gail Lewis (2017) *Questions of Presence*. *Feminist Review* 117: 1-19.
- Petrus Liu (2012) *Queer Human Rights in and Against China: Marxism and the Figuration of the Human*. *Social Text* 110 30(1): 71-89.

- Santa Cruz Feminist of Color Collective (2014) Building on “the Edge of Each Other’s Battles”: A Feminist of Color Multidimensional Lens. *Hypatia* 29(1): 23-40
- Hofstede, G. H. (2001). *Culture’s consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed). Sage Publications.
- Davis, A. Y. (2011). *Women, race, & class*.
<https://archivesquebec.libraryreserve.com/ContentDetails.htm?id=590128>
- N Kabeer *Reversed Realities: gender hierarchies in development thought* (Verso, 1994)
- S Chant *Gender Generation and Poverty: exploring the 'feminisation of poverty' in Africa, Asia and Latin America* (Edward Elgar, 2007)
- M Evans, C Hemmings, H Marsha, H Johnstone, S Madhok, A Plomien, and S Wearing *The SAGE Handbook of Feminist Theory* (Sage Publications, 2014)

22SWK672 Gender and Social Norms in India 3 0 0 3

Introduction: This course aims to provide learners with an in-depth look at gender within the Indian context. This will include an analysis of historical roots of gender and the evolution of norms over time. It will also include an overview of the key legal and civic decisions that support gender equality made by the Indian government. Learners will engage in study and discussion on the influence of social entities on the perpetuation of gender inequality and the various stakeholders (NGOs, FBOs, Government, Academia, etc) who are working to improve the situation. Learners should complete the course with a better understanding for how they, as social workers, can help society as a whole move towards gender equality.

Course Objectives:

1. Gain a better understanding of the unique characteristics of gender norms within India
2. Gain a better understanding of the most common gender norms at different points in Indian history, up to today.
3. Develop a critical understanding of the evolution of India’s legal protections for gender equality and women’s safety.
4. Understand and develop one’s own assumptions about gender, social inequality, and the role this has in sustainable development

Course content:

Unit 1: History of Gender in India: Historical basis of gender norms in religion, politics (ruling cultures), and other social movements. Subsections will focus on: Ancient India, Mughal empire(s) (Muslim occupation), and British raj / colonialism.

Unit 2: Key characteristics of gender in India: Differences in gender norms within India based on geography, religion, caste/class, etc. Differences in challenges between informal/formal economy (unorganised/organised). Also an overview of the myriad issues faced by women in India.

Unit 3: Modern expressions/ evolution: Impact of globalisation and media. Generational trends and speed in shifts of collective values

Unit 4: Gender in the law: Review from pre-independence till today, with summaries of each of the 5 Year Plans. Key moments in legal shifts (independence, globalisation, MGDs, SDGs, Nirbhaya, etc). Gaps and shortcomings of existing laws and how a Social Worker can assist people take advantage.

Unit 5: Gender equality efforts in India (Stakeholder evaluation). Stakeholder mapping and evaluation. Major approaches to GEWE and their strengths and weaknesses. Initiatives towards achieving gender equality.

Course outcome:

1. Students should know the differences within gender norms over India's history
2. Students should be able to understand how power dynamics in society are reflected in gender norms.
3. Students should have a strong grasp of Indian laws that protect women, and how they have evolved over time.
4. Students should understand their role as social workers in striving for gender equality.

Readings:

- Visvanathan, N. et.al. (2012) The Women, Gender and Development Reader, London: Zed Books.
- Altekar, A. S. (1983). Position of women in Hindu Civilization. Banaras: The Culture publication House, Banaras Hindu University.
- Coley, C.; Gressel, C.; Bhavani, R.R. (2021). Transforming 'Men'talities: Gender Equality and Masculinities in India. UNESCO Publishing.
- "Rights Talk and the Feminist Movement in India in Women's Movements in Asia: Feminisms and Transnational Activism" in Women's Movements in Asia (edited by Mina Roces, Louise Edwards)- Sumi Madhok
- "Mapping Women's Activism in India: Resistances, Reforms and (Re)-creation" in Routledge Handbook of Gender in South Asia (edited by Leela Fernandes) - Rukmini Sen

- National Policy for Women Empowerment. (2015, August 6). Ministry of Women & Child Development. Retrieved September 10, 2022, from <https://wcd.nic.in/womendevlopment/national-policy-women-empowerment>
- Sarpotdar, A. (2020, May 16). Examining Local Committees under the Sexual Harassment of Women at Workplace Act. *Economic and Political Weekly*, 50(20), 51-58. IMPRI India. 16 May 2020
- Seema. (2013, November). A Historical Analysis of Women Development in India. *International Journal of Scientific Engineering and Research (IJSER)*.
<https://www.ijser.in/archives/v1i3/SjIwMTM1MA==.pdf>
- Hall, S. (2015). Cultural Identity and Diaspora. In *Colonial discourse and post-colonial theory* (pp. 392-403). Routledge.
- Ravi, S., & Jayaraman, N. (2017, March 10). Gender issues in India: an amalgamation of research. Brookings Institution. <https://www.brookings.edu/research/gender-issues-in-india-an-amalgamation-of-research/>
- Mundhe, E. S. (2021). THE STUDY ON ISSUES AND CHALLENGES OF WOMEN EMPOWERMENT IN INDIA. *Kalyan Bharti*, 36(8), 41-46. August 2021
- Bose, M. (2007). Women's home-centred work in India: The gendered politics of space. *International Development Planning Review*, 29(3), 271–298.
- Mohan, R. (2015, November 26). Over the past two decades, every fifth suicide in India is by a housewife. Brookings Institution. <https://www.brookings.edu/opinions/over-the-past-2-decades-every-fifth-suicide-in-india-is-by-a-housewife/>
- Sekher, T. V. (2010). Special financial incentive schemes for the girl child in india: A review of select schemes. Retrieved from https://www.unfpa.org/sites/default/files/resource-pdf/UNFPA_Publication-39772.pdf
- Tripathi, K., Borrion, H., & Belur, J. (2017). Sexual harassment of students on public transport: An exploratory study in Lucknow, India. *Crime Prevention and Community Safety*, 19(3), 240–250.

Elective : COMMUNICATION FOR SOCIAL AND BEHAVIOUR CHANGE

22SWK681: Development: History, theories and concepts 3 0 0 3

Introduction:

The course's goal is to provide students with an overview of the history and evolution of development studies. In this module, students will learn about main theories, analytical premises and critiques. Emphasis will be given to understanding the influence of theoretical models on development policies and programmes. Particular attention is paid on the impact of theories and practice in India.

Course Objectives

1. To understand the knowledge of basic theories and models in development
2. To Critically analysis of key theories and models.
3. To understand Human rights-based approach to development

Unit 1 - Early theories and models of development

Emergence of development theories, dependency theory, alternative development thinking, dominance of economic growth, technology transfer, modernization as development goals and Global developmental challenge.

Unit 2 - Contemporary theories of development

Contemporary development theories, globalization, environment, sustainable development, participatory development and human development. Emergence of governance and accountability.

Unit 3 - Human rights-based approach to development

principles and elements of human rights, human rights applications in development programming, history of rights-based approaches, innovations and contributions to development theory and practice.

Unit 4 - Community/society levels and C4D theories

Socio-ecological model, participatory communication, collective efficacy, social norms, social capital and actor network

Unit 5 - Communication for development: Theories, models and debates

Chronological evolution and comparison of conceptualisations of communication and their applications. Influential communication theories, strategies, and techniques in development. C4D for governance and accountability programmes.

Course Outcomes

1. Knowledge of basic theories and models in development
2. Critical analysis of key theories and models
3. Develop coherent arguments about the strengths and limitations of theories and models
4. Ability to explain theories and models and understand practical implications
5. Understand Human rights-based approach to development

Text Books/Required readings

1. Cardoso, F. H. and E. Faletto. 1979. Dependency and Development in Latin America. Berkeley, CA: University of California Press.
2. Escobar, Arturo. 1995. Encountering Development: The Making and Unmaking of the Third World, chapter 1. Princeton: Princeton University Press.
3. Chambers, Robert. 1997. Rural Development: Putting the Last First. London: Intermediate Technology Publications.
4. Ackerman, John M. 2005. Human rights and social accountability. World Bank. Retrieved from <http://go.worldbank.org/BQ7PNUX450>
5. Kirkemann B, Jakob und Tomas Martin. 2007. Applying a Rights-based Approach. An Inspirational Guide for Civil Society. Danish Institute for Human Rights. Retrieved from www.humanrights.dk/.../applying_a_rights-based_approach.pdf
6. Seers, Dudley. 1969. The Meaning of Development. International Development Review 11(4): 3-4.
7. Andrews, Matthew, and Anwar Shah. 2003. Citizen-centered governance: A new approach to public sector reform. Washington, DC: The World Bank. Retrieved from <http://info.worldbank.org/etools/docs/library/206961/CitizenCenteredGovernanceANew.pdf>
8. Craissati, D., D. Banerjee, U. King, L., Lansdown, G. and Smith, A., Eds. 2007. A Human Rights-Based Approach to Education for All. UNICEF/UNESCO. <http://unesdoc.unesco.org/images/0015/001548/154861e.pdf>
9. Lerner, Daniel. 1958. The Passing of Traditional Society: Modernising the Middle East. Glencoe, Ill.: Free Press.
10. Thaler, R. and Sunstein, C. 2008. Nudge: Improving Decisions about Health, Wealth, and Happiness

22SWK682 Communication for Development - The Indian context and global experiences 3 0 0 3

Introduction

Communication for Development is applied to a wide range of thematic areas in development to find solutions and to address underlying causes of problems such as Climate change, environment, Health and water and sanitation that plague various populations.

Course Objectives

1. To introduce students to understand the role of women and gender in water management and environmental issues.
2. To enable students to understand the impact of climate change on health and livelihoods.
3. To enable students to understand the relationship between healthcare and sanitation.

Unit I - Gender

Gender Equality, creation of competitive markets, promotion of physical capital, strengthening the rule of law, openness to trade, increase in Human capital, access to employment and skills. Access to usage of infrastructure and utilities, decision making and access to information. Gender Based Violence.

Unit II – Climate change and Community Resilience, environment

Need for Gender sensitive approaches, Vulnerability and adaptation, Environmental factors influencing Women's health

Unit III - Health and Nutrition

Women and Nutrition, Nutritional interventions for mothers, poor nutrition and its effects on women and adolescents.

Unit IV- Water and Sanitation

Mainstreaming Gender in Water resources, Water Sanitation and Hygiene services (WASH), Water management for sustainable livelihood, Toolkit for mainstreaming Gender in water operations(World Bank).

Unit V - Financial Inclusion and Livelihoods, Education

Gender and Financial inclusion- Social Finance and Gender. Education of women for development.

Course Outcomes

1. To enable students to have a good command of technical issues in order to be able to design and implement sound communication programmes.
2. To enable students to analyse ways to integrate issues in common programmatic actions.

Readings

1. Paul Kibirige (Author), 2020, Gender Issues and Development. Gender understanding, Munich, GRIN Verlag, <https://www.grin.com/document/903303>
2. DOCTOR Akampurira Abraham (Author), 2011, Gender and Development, Munich, GRIN Verlag, <https://www.grin.com/document/207912>
3. Malhotra, A., Schuler, S. R., and Boender, C. (2002)*Measuring Women's Empowerment as a Variable in International Development*, Background Paper Prepared for the World Bank Workshop on Poverty and Gender: New Perspectives, Washington DC.

4. Kabeer, N. (2012) *Women's economic empowerment and inclusive growth: Labour markets and enterprise development*, Discussion Paper 29/12, Centre for Development Policy and Research, School of Oriental and African Studies, University of London.
5. Htun, M., and Weldon, S. L. (2010) *When and Why do Governments Promote Sex Equality? Violence Against Women, Reproductive Rights, and Parental Leave in Cross-National Perspective*, Work in Progress, mimeo.
6. https://www.cif.org/sites/cif_enc/files/genderinwater_07_040416_web.pdf
7. https://www.iwmi.cgiar.org/assessment/files_new/research_projects/EffectiveGender_BothEnds.pdf
8. https://www.ilo.org/empent/areas/social-finance/WCMS_737729/lang--en/index.htm
9. https://sprf.in/wp-content/uploads/2021/09/SPRF-2021_IB_Gender-and-Financial-Inclusion.pdf
10. https://www.un.org/womenwatch/feature/climate_change/downloads/Women_and_Climate_Change_Factsheet.pdf
11. <https://www.un.org/en/chronicle/article/womenin-shadow-climate-change>

Elective: HUMAN RIGHTS (The Arizona University courses)

HRTS 501 Advancing Human Rights Organizations 3 0 0 3

Catalog Description

This course focuses on the practical aspects of advancing human rights through civil society organizations (CSOs – often referred to as non-governmental organizations, NGOs) with a special emphasis on some of the dramatic transformations that human rights CSOs have undergone in the past couple of decades. The course will cover such critical issues as: management of resources, relationships with personnel and boards of directors, fundraising and financial management, accountability, navigating governmental corruption, and program evaluation.

Course Overview

Human rights CSOs have undergone dramatic transformations in the past couple of decades. CSOs are now routinely seen as crucial actors in a number of national and international forums, possessing needed expertise on specific issues and countries. CSOs also increasingly work directly with marginalized populations. In addition, CSOs often collaborate with other CSOs to bring legal cases and strategically unite into large coalitions to draw attention to a specific issue. CSOs also are held more accountable to community

stakeholders and donors. These transformations have led to changes in the way that CSOs must be managed, as well as the types of deliverables that they produce. They also have raised a host of ethical issues.

We will examine these changes through a series of questions that get to the heart of working in and with human rights CSOs. How do CSOs both advance and limit human rights? Can CSOs be made adaptable enough to create sustained change in human rights or are they inevitably caught up in organizational inertia? How can CSOs work with governments, even repressive ones, to create change? How can a CSO ethically “market” human rights abuses to communicate with a range of external stakeholders? What methods allow an organization to create broad coalitions and seek funding from external sources without losing sight of its key principles?

Human Rights CSOs vary greatly in size, goals, and functions and they evolve over time; so, students will closely examine a number of organizations throughout the semester. Since we expect a number of students will currently be managing or working in human rights CSOs, students will be able to offer insights from their experience and invite people from their work to participate in the course as external participants. We also will have videoconferences with a number of CSO leaders from around the globe.

Learning Outcomes

By the end of the course, students will be able to:

1. Explain how human rights have been advanced through the strategies and practices of human rights CSOs, and how these organizations have changed significantly in recent years,
2. Discuss major contextual factors currently facing human rights CSOs,
3. Give examples of many of the major ethical issues that confront human rights CSOs, especially those that arise when working with governments and marginalized communities,
4. Describe some of the leading critiques of CSOs in their efforts to advance human rights and suggest promising strategies of addressing these critiques
5. Identify the range of leadership and management skills needed to manage and even increase a CSO’s efficiency and effectiveness, including: strategic planning, procuring and managing funding for CSOs, working with Boards of Directors, and assuring accountability.
6. Deploy planning and analytical skills gained from reviewing a number of case studies of CSOs in future work with human rights CSOs.

PART I: OVERVIEW OF CIVIL SOCIETY ORGANIZATIONS (CSOs)

Week 1: Introduction

Weekly Overview and Objectives:

This will serve as an introduction to the course and an inroad into understanding what exactly we are talking about when we reference human rights CSOs. What are CSOs and where did they come from? Why did they arise at this juncture of human history and what do they mean for human rights practice? What can CSOs actually “do” to further human rights and how might we begin to think about effective CSOs?

Objectives: Following this Introduction, the parameters of the course will be clearer, you will understand what to look for in your project work, and you will begin to form directions and focus on your project work for this course.

Further, you will have acquired the basic framework for understanding what we are examining in this course, especially the various organizations that exist and how they are designated. This will serve as the basis for moving forward in the course itself and for understanding follow-on discussions and analyses of human rights organizations.

Required Reading:

Mary Kaldor, Chapter 5 *The Idea of Global Civil Society* in *Human Security*, Polity Press, 2007

CSOs and NGOs, notes on terminology:

<http://www.cn.undp.org/content/dam/china/docs/Publications/UNDP-CH03%20Annexes.pdf>

Suggested Readings:

Aryeh Neier, *The International Human Rights Movement: A History* (Selections)

Dichter, T.W. Globalization and its Effects on NGOs: Efflorescence or a Blurring of Roles and Relevance? *Nonprofit and Voluntary Sector Quarterly* (supplement) 28

Azzam, Fateh. “Why Should We Have to “Represent” Anyone?”

Gaventa, J. 2003. Crossing the Great Divide: Building Links and Learning Between NGOs and Community-Based Organizations in the North and South. *The Earthscan Reader on NGO Management*, pp. 256 – 271

Spar, D.L. and L.T. La Mure. 2003. The Power of Activism: Assessing the Impact of NGOs on Global Business. *California Management Review*, 45(3), 78-102.

Fidler, David P. 2004 Fighting Axis of Illness: HIV/AIDS, Human Rights, Foreign Policy, *Harvard Human Rights Journal* 17: 99-136

Guest Speaker: Ram Bhandari, Committee for Social Justice, Nepal October 10 @ 6.30 PST

Weekly Assignments:

1. Enter your introduction and areas of interest into the week’s Voice Thread (VT) so that students can find like-minded students with whom they could partner to complete Project I.

Please note in the D2L Assignment section that you have submitted a VT.

D2L Assignment 1

2. Choose a partner(s) [Preferably THREE students/group] for **Project I** and submit your student names **AND** title of the project/CSOs to be examined.

D2L Assignment 2

3. Submit your thoughts to this week’s VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas?

Please note in the D2L Assignment section that you have submitted a VT.

D2L Assignment 3.

Week 2: The “Ecosystem” and Classification of CSOs

Weekly Overview and Objectives:

Human Rights CSOs may be international, regional, or small grassroots organizations. What is each positioned to do? What can an international CSO do that a small grassroots organization cannot (and vice versa)? What are the challenges for each? What are the opportunities? How do they work with or against other CSOs in an area?

Objectives: By the end of the lecture, you should have greater insight and understanding of the CSO map, as it were. You will be able to identify the different organizations that exist and discern the pluses and minuses for taking specific directions with different CSOs. Further, you will begin to understand that these distinctions have implications for a CSO depending on what they seek to accomplish and the best means for achieving their goals.

Required readings:

You can **EITHER**:

1. Choose TWO articles from the following link

<file:///Users/hammer/Downloads/Technology%20for%20Change.pdf> -
noted as

[Technology for Change in the Week 2 module as well \(in case link fails\)](#)

and consider/critique what is being asserted (do you agree? Why or why not? Do you have alternative ideas?)

OR

2. Read the following two articles and consider what each is saying about CSOs – are they really that different in their approaches?

RODRÍGUEZ-GARAVITO [TRUMP'S VICTORY COULD PUSH THE HUMAN RIGHTS MOVEMENT TO TRANSFORM](#) (2016)

STEPHEN HOPGOOD [IT BEGINS AND ENDS WITH POWER](#) (2013)

Suggested readings:

- Hewlett's anti-poverty programs in the SF Bay area <https://hewlett.org/strategy/propelnext/>
- Evaluation 101 for Human Rights Organizations: How do we know if we are making a difference? <https://www.aaas.org/evaluation101>
- Uttam Uprety (*Shrinking*) *Civic Space in Nepal: Concerns Among Indigenous People's Organizations* 47 Forum for Development Studies 243 (2020)
<file:///Users/hammer/Downloads/Shrinking%20Civic%20Space%20in%20Nepal%20Concerns%20Among%20Indigenous%20People%20s%20Organizations.pdf>

Guest Speaker: Judith Stephens, Intl. Justice Missions, Ghana Oct. 28 7:00 PST

Weekly Assignments

1. For **Project I**, please submit a summary overview of the organizations you intend to analyze, the person or people you intend to interview (if at all), and what you perceive to be the type or form of NGOs that you intend to examine.

D2L Assignment 4.

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas?

Please note in the D2L Assignment section that you have submitted a VT.

D2L Assignment 5.

PART II: STARTING AND SUSTAINING A CSO

Week 3: Planning, capacity building, governance, and management

Overview:

A stable CSO is built with a clear vision, effective structure, and stable long-term plans that incorporate the capacity to evolve in the face of changing information and contexts. Maintaining a solid visionary plan not only translates to more effective work and human rights protection, but also allows for better fundraising and clearer path to potential donors. Managing and governing a CSO involves upholding the focus and direction of the organization, building its capacity, and maintaining a viable and functioning infrastructure.

Objectives:

This week helps build our understanding of the range of leadership and management skills needed to manage and even increase a CSO's efficiency and effectiveness, including: strategic planning, operations, working with Boards of Directors, and assuring accountability.

Required Readings:

- Lewis, D. 2007. "Advocacy and Service Delivery: Managing the Main NGO Activities" in *The Management of Non-governmental Development Organizations, Second Edition*
- Berliner, Peter; Line Natascha Larsen; and Elena de Casas Soberon. 2012. Case study: promoting community resilience with local values: Greenland's Paamiut Asasara. Chapter 30 in Ungar, Michael (ed.). 2012. *The Social Ecology of Resilience: A Handbook of Theory and Practice*. New York: Springer Science and Business Media, pp. 387-397.

Suggested readings:

- Merry, Sally Engle. 2011. Measuring the world: Indicators, human rights, and global governance. *Current Anthropology* 52 (supplement 3): s83-s95.
- Kilby, Patrick. "Accountability for Empowerment: Dilemmas Facing Non-Governmental Organizations." *World Development*. Vol. 34, No. 6, 2006: 951-963.
- Mordaunt, Jill. "The Emperor's New Clothes: Why Boards and Managers Find Accountability Relationships Difficult." *Public Policy and Administration*. Vol. 21, No. 3, 2006: 120-134.
- Lewis, D. 2007. NGOs and the Management of Relationships in *The Management of Non-Governmental Development Organizations, Second Edition*,
- Edwards, M. (2002). "NGO Performance: What Breeds Success? New Evidence from South Asia" In M. Edwards and A. Fowler (Eds.), *The Earthscan Reader on NGO Management* London: Earthscan.

Guest speaker: Howard Ziegler, Vitamins Nov. 3 8.00 PST

Weekly Assignments:

1. Please complete Project II. D2L Assignment 6.

A. Go to <https://humanrightsconnected.org/search-activist-toolkit/>

and choose **TWO** different articles or films to address in your assignment paper.

ONE OF THEM MUST BE A TOOLKIT OR GUIDANCE PAMPHLET OFFERED ON THE WEBSITE.

OR

B. 1 : You can analyze the following toolkits: <https://www.newtactics.org/blog/new-online-tactical-mapping-tool-equips-human-rights-activists-take-strategic-action> **OR** <https://hreusa.org/projects/every-child-every-right/every-child-every-right/> **OR** <https://www.csolifeline.org/advocacy-toolkit>

PLUS:

B.2: one article or film from <https://humanrightsconnected.org/search-activist-toolkit/> **OR**

B.2.: one measured country from: <https://rightstracker.org/en>

Your assignment paper will critically assess the materials or information being offered in the toolkit or other form of article or film. The notion here is to have you start reading external materials and know how to sift through them to achieve information and critically assess what you are reading.

Consider the tools or skills being offered in the film or article that you chose, and assess how these might actually assist an organization, and (most importantly) why? Further, think carefully about what else is needed or not needed as the case may be, and what you can contribute as a result of what you have learned thus far in the course.

RUBRIC:

Your project should include a summary of the article or film, an overview of what the film or article is providing an organization, and a critique of what is potentially missing, is outdated or incorrect, or can be added, to better assist an organization.

I am looking for anywhere from 4-6 pages (in total) of overview and analysis.

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas?

Please note in the D2L Assignment section that you have submitted a VT. **D2L Assignment 7.**

Week 4 : Funding and business models

Overview:

We will examine funding avenues, management skills to utilize funds effectively, and the importance of enduring for adequate fund management to best achieve the goals of the organization.

Objectives:

The goal here is to be able to access funds and utilize them correctly. You will acquire such skills at the end of the lecture, especially after working on the assignment to identify funding sources relevant to your cause or goals.

Required Readings:

UA – PIVOT and the UA Foundation Directory Online Professional

Please use:

PIVOT <https://rgw.arizona.edu/development/funding-opportunities/search-databases-and-useful-funding-sources/cos-pivot>

and/or the

Foundations Directory Online Professional

<https://libguides.library.arizona.edu/az.php?a=f>

Surf over to these sites and become familiar/comfortable in using them

Lawrence, S., and C. Dobson (2013) Advancing Human Rights: The State of Global Foundation Grant making,

International Human Rights Funders Group

AWID “Watering the Leaves, Starving the Roots” Available at: <http://www.awid.org/Library/WTL-Full-Report-Final>

Suggested Reading:

Stanford Review: 10 business models for NGOs

“Money – Budgeting, Accounting, Fundraising” from How to Build a Good Small NGO: in 6 Modules

“Building Sustainability” from How to Build a Good Small NGO: in 6 Modules

WORTH CHECKING OUT: <https://www.globalgiving.org/accelerator/>

Guest Speaker: Online tutorial on fundraising from Elizabeth Stahmer of the UA – Please go to the Content Section of the D2L/ Week 4 and watch the explanatory video.

Weekly Assignments:

Please complete **Project III. D2L Assignment 8.**

Please use:

PIVOT <https://rgw.arizona.edu/development/funding-opportunities/search-databases-and-useful-funding-sources/cos-pivot> and/or the

Foundations Directory Online Professional

<https://libguides.library.arizona.edu/az.php?a=f>

to identify at least TWO (2) sources for fundraising that are relevant and relate to the CSOs or NGOs that are the focus of **Project I.**

Indicate **HOW** you would approach the sources and **WHY** you think they would be interested in funding the CSOs or NGOs you are investigating. Please also think about the means for improving funding for the organizations under examination, and whether you can propose additional avenues for funding that would better serve the ends desired by the organizations under review.

You **MAY** include certain aspects of the funding source into your final Project I submission in Week 7!

RUBRIC: In your project, you should identify the organizations that you intend to assist, their current source of funding and potential avenues for improvement. Then delineate the course of funding that you have identified within the databases, including what is needed to be done to achieve a successful application. It is important that you note how you would go about seeking further funding, including as well the different requirements from the funding sources you have identified.

I will evaluate your work based on the clarity of your proposal that demonstrates an understanding of the targeted organizations, the targeted funding sources, and the means for using the available databases to acquire proper and relevant/applicable information.

An output of 2-4 pages should suffice.

PART III Critiques and Challenges to CSOs

Week 5 : Power, Ethics and Corruption.

Weekly Overview and Objectives:

Maintaining integrity involves not just internal financial responsibility but also acting in an ethical manner pursuant to pre determined standards (of some sort!) as well as knowing how to deal with corruption. Sadly, corruption is rife in almost all governmental channels throughout the world, both in domestic and within international organizations. How might one deal with corruption when conducting activities with or before governmental authorities or other organizations with internal problems or corrupted infrastructure? How might one maintain ethical standards in a manner that does not compromise the organizations focus and goals?

Objectives:

You will acquire insight and understanding of the issues involved with corruption and the importance (and internal and external benefits) in maintaining ethical standards within an organization. Further, it is imperative that you achieve an understanding of how to approach corruption and adequately address it as a viable human rights organization.

Required Readings:

- Report (2019) on fighting corruption in Kenya:file:///Users/hammer/Downloads/sr_456-conflict_prevention_in_kenya_combating_corruption_through_nonviolent_action-sr.pdf
- OHCHR, "Opening statement by Navi Pillay (High Commissioner for Human Rights), Panel on "The Negative Impact of Corruption on Human Rights" (Mar. 13, 2013)

Suggested Readings:

- Vogler, Pia. "Into the Jungle of Bureaucracy: Negotiating Access to Camps at the Thai-Burma Border" *Refugee Survey Quarterly* 26 (3): 51-60, 2007.
- O'Carroll, Lisa. "Sierra Leone Investigates Alleged Misuse of Emergency Ebola Funds," *The Guardian* (Feb. 17, 2015), <http://www.theguardian.com/world/2015/feb/17/sierra-leoneinvestigates-alleged-misuse-of-emergency-ebola-funds>

Guest Speaker: Edris Arib of Transparency International (Kabul) November 18 AM

Weekly Assignments:

1. Please complete **Project IV. D2L Assignment 9.**

Go to: <https://www.openglobalrights.org/funding-for-human-rights/>

AND/OR to:

<https://nonprofitaf.com/>

and choose **THREE** articles OR **TWO** articles and **ONE** Video (from open global rights) that capture your interest.

You are to critically assess the analysis offered by the authors in the articles you have chosen. What are they saying (their arguments) about funding for human rights, and how persuasive do you assess their arguments to be and why? How might their opinions or critiques differ in your region or as a result of your own experiences or observations? How might human rights funding be improved, if possible, and what insights can you offer in that regard? The notion here is that you can adequately summarize an article or idea, capture the essence of the arguments or contentions being offered, and follow that up with your own form of analysis or critique, where possible. Using skills and information acquired in the course will further assist you in engaging in the analysis of the articles.

Please devote 1-1.5 pages per article or video that is analyzed.

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas? Please note in the D2L Assignment section that you have submitted a VT. **D2L Assignment 10.**

Week 6 : Critiques and Backlash against CSOs

Overview:

CSOs have engaged in activities to move human rights forward and have realized significant accomplishments, but like any organization or collective, they are beset by issues and problems that are important to recognize. Indeed, when considering work in this area, it is essential to be aware of what is happening within and around an organization to create a better and more effective vision and framework of operation. We will consider the differences and similarities between an UN-run office (an IGO) and CSOs that you know, with the help of our guest speakers for this week.. How might these affect the development and protection of human rights? How do these differences affect the overall operation of the organization?

Objectives:

This week will help you to start thinking critically about CSOs. You should be able to identify the central problems as well as be alert to potential issues within a CSO as you begin to read about an organization and its goals.

Required Readings:

Srinivas, Nidhi. "Against NGOs? A Critical Perspective on Nongovernmental Action." *Nonprofit and Voluntary Sector Quarterly*. Vol. 38, No. 4, 2009, 614-626.

Chahim, Dean and Aseem Prakash, "NGOization, Foreign Funding, and the Nicaraguan Civil Society" *Voluntas*, 2013.

Recent report (2019) on transparency and accountability:

https://www.usip.org/sites/default/files/2019-09/pw_151-donor_assistance_in_the_transparency_and_accountability_movement-pw.pdf

Recommended Readings:

Jenkins, Garry W. "Nongovernmental Organizations and the Forces Against Them: Lessons on the Anti-NGO Movement" *Brooklyn Journal of International Law*, 2013.

Podcast on NGO controls in India:

<https://www.thehindu.com/podcast/in-focus-fcra-amendment-bill-why-are-ngos-upset-the-hindu-in-focus-podcast/article32671303.ece>

“The Right's Hostility to NGOs Glimpsed in Amnesty Flap” (June 6, 2005)

Guest speaker: Compoare , Burkino Faso November 23 AM

Weekly Assignments:

1. Please create a VT with the title of your Group (Group number and members therein) and present the organizations under examination and what you have found. This is a completion of **Project I** that is to be done by incorporating some of the relevant critiques we discussed in the past two lectures that you might see manifesting in the organization(s) under scrutiny. I expect you to emerge with a proper case study of the organizations, specifically providing a summary of the organizations under review, background about their creation and reason for emerging, - and in the second part - determining whether they were actually successful and why or why not, providing an overview of their management and framework as well as potential critiques, thinking about their means of subsistence and what can be improved, and also providing a critique of their operations with a view towards proposing avenues for improvement and potential growth areas.

RUBRIC:

Your group will emerge with a viable project report, with an understanding that you are completing a potential report for the organizations to learn from and develop. The project demands a critical look at the organizations and I envision that important and relevant issues will be raised that not only critiques the organizations, but also provides means of support or assistance as well. These latter aspects will serve as a strong basis for our evaluation of the project, along with the demonstrated knowledge you have of the organizations pursuant to your research.

I expect a complete report - that can include prior work as well as new insights and critiques. As such, I am looking for an end project of 10-15 pages or a proper PowerPoint that walks the viewer through the analysis.

Please upload the VT and also note you have done so in the D2L. **D2L Assignment 11.**

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas? Please note in the D2L Assignment section that you have submitted a VT. **D2L Assignment 12.**

Week 7: Student Driven Materials

In the spirit and desire to engage one another, I will have groups share with each other their work with a view towards commenting on each other's work, providing critiques and insights about the project that you are reading. This will be done through the VTs – watching the VTs of all the other groups and providing insights, critiques, and analyses!

Objectives: The purpose of this last group work is to reconfigure our thoughts and information that you gleaned from the course and provide you with a context. We will be using your final projects as a springboard for discernment and clarification, with a view towards refining the information you have acquired.

Guest speaker: Venkatesh Nayak RDI, India TBD

Weekly Assignments:

Please analyze all the other groups' projects by watching their VTs and providing an overall assessment of the group's work that you have read – this can be advice, different approaches, critiques, or further analysis. You should do this DIRECTLY in the VT but **note your group number and members** and **also provide a copy of the assessments in the D2L**. Specifically, what did you learn from the project? What advice or ideas can you contribute to strengthen the viability and practical application of the work in question? What can be added (or taken away) from the project and what additional avenues might be taken when moving forward?

An assessment of 2-3 paragraphs per group should do it!

D2L Assignment 13 – NOTE – this is 15% of your grade.

IN RESERVE: D2L Assignment 14 – Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas? Please note in the D2L Assignment section that you have submitted a VT. **D2L Assignment 14.**

HRTS 510

Advancing Human Rights Law

3 0 0 3

Description of Course

This course will provide students with an understanding of human rights law and the means for human rights enforcement as found in international, regional, and national processes. Featuring human rights lawyers and practitioners as guest speakers, the student will acquire the necessary tools for promoting legislative changes, engaging executive actors, and bringing challenges before a range of international bodies.

Learning Outcomes

On completion of the course, students will be able to:

- 1) Discuss general principles, sources and structures of international human rights law;
- 2) Describe the role of the United Nations, regional systems, states, and private actors, in the context of international human rights law;
- 3) Locate, evaluate, and synthesize primary and secondary sources in human rights law;
- 4) Compare and evaluate the mechanisms, procedures and systems for human rights monitoring and enforcement;
- 5) Critically assess human rights issues and identify avenues of redress; and
- 6) Improve research and advocacy skills.

Course Activities

During this course students will:

- 1) Become familiar with the founding documents and major institutions of human rights law.
- 2) Participate in, view and discuss videoconference lectures from major figures in human

- rights law.
- 3) Complete short assignments such as searching for relevant human rights resources and engaging in an issue spotting exercise.
 - 4) Participate in discussions on critical issues in human rights law with colleagues.
 - 5) Write papers that outline current human rights problems and present advocacy strategies for effective redress.
 - 6) Dialogue with colleagues through Voice Thread posts.

Week 1: Introduction

Weekly Objectives: Introduction and overview to the course, going over responsibilities and structure, and touching on some introductory concepts.

Readings:

What Are Human Rights Good For? [MARK GOODALE 2018 HTTP://BOSTONREVIEW.NET/GLOBAL-JUSTICE/MARK-GOODALE-WHAT-ARE-HUMAN-RIGHTS-GOOD](http://bostonreview.net/global-justice/mark-goodale-what-are-human-rights-good)

Regilme, Salvador Santino F, Jr. "The Global Politics of Human Rights: From Human Rights to Human Dignity?." International Political Science Review (2018)
<https://www.researchgate.net/publication/325304109> The global politics of human rights From human rights to human dignity

Assignment 1: Introductory VT - introduce yourself, some background and interests, and why you have chosen to take the MA - so we can get to know one another, and start to create groups (of 3 students), seeking out individuals with like-minded (or not like-minded!) interests.
Title: Introductory VT (please SUBMIT your information within the VT that I have created!).

Please reach out to your fellow students to create a group after watching the VT submissions and NOTIFY ME that you have made a submission AND who is in your group WITHIN the D2L Assignment section. Assignment 1 due by January 17 (2 points).

Rubric: Getting to know one another and forming groups with people YOU would like to get to know even further! PLEASE do let me know who is in your group in the Assignments section of the D2L.

Weeks Two and Three: The United Nations and International Human Rights Treaties

Weekly Objectives: This week we will begin to examine the international system and the manner in which human rights law can be upheld internationally.

Readings:

Emilie M. Hafner-Burton and Kiyoteru Tsutsui, *Justice Lost! The Failure of International Human Rights Law To Matter Where Needed Most* https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2701376

With New Members, the UN Human Rights Council Goes from Bad to Worse November 19, 2018 Robert Herman, *Senior Adviser for Policy* Michael Gallagher, *Program Associate* <https://freedomhouse.org/blog/new-members-un-human-rights-council-goes-bad-worse>

US leaving UN Human Rights Council -- 'a cesspool of political bias' [Laura Koran](https://www.cnn.com/2018/06/19/politics/haley-pompeo-human-rights-bias/index.html), CNN June 20, 2018 <https://www.cnn.com/2018/06/19/politics/haley-pompeo-human-rights-bias/index.html>

Suggested Reading:

Rhona K.M. Smith, *International Human Rights Law* (Oxford Univ. Press 2018, 8th) Chapters 3-5 (pp. 27-82): The United Nations; International Bill of Human Rights; The United Nations – Organizational Structure

UPR-info main webpage “Q&A on the modalities of the UPR process”: <https://www.upr-info.org/en/upr-process/what-is-it>

And note:

<http://opiniojuris.org/2020/06/24/the-universal-periodic-review-upr-and-its-role-in-enhancing-the-work-of-the-un-treaty-body-system/>

Read the main page and browse the following websites: UN human rights bodies:

<http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx> UN treaty bodies:
<http://tbinternet.ohchr.org/SitePages/Home.aspx>

UN systems: http://www.un.org/en/aboutun/structure/pdfs/UN%20System%20Chart_ENG_FINAL_MARCH13_2017.pdf

Watch OHCHR, The Human Rights Treaty Body System (39min): <https://www.youtube.com/watch?v=JP0fB-X0I8>

Guest Speaker: GL1 - January 24 - Kathryn Bomberger, ICMP @ 9.00

Assignment 2: First group assignment - create a summary VT of around 10 minutes (+, -) that will explain a particular international or regional body to the rest of the students. I WILL ASSIGN EACH GROUP WITH A DIFFERENT TOPIC TO BE ANALYZED. The idea here is that your group will “explain” the role of a particular body in a manner that assists the rest of us to understand your assigned topic. Please LABEL your VT with the TOPIC you are examining and your group names and afterward enter the submission into the Assignments section of the D2L. **Assignment 2 due by January 30** (15 points)

Rubric: The idea here is to engage in a modicum of research that summates the assigned body or organization that relates to human rights law. Think of how best to get across your ideas to your fellow student, and how to explain your assigned topic providing an overview of what the institution actually

“does”/its functions, the pluses and minuses (or successes and failures if you prefer) of the institution being examined, and insights into how the particular body might advance human rights law.

Assignment 3 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 3 due by January 30** (3 points)

WEEK 4: Regional Systems

Weekly Objectives: This week we will begin to examine regional systems and the manner in which human rights law can be upheld regionally.

Reading:

Competition and Complementarity between Global and Regional Human Rights Institutions [Erik Voeten](https://onlinelibrary.wiley.com/doi/full/10.1111/1758-5899.12395)
February 2017 <https://onlinelibrary.wiley.com/doi/full/10.1111/1758-5899.12395>

Chapter 4 (pages 100-140) AN IMMANENT CRITIQUE OF THE AFRICAN HUMAN RIGHTS SYSTEM: THEORY, PRACTICE, AND REFORMS By ALLWELL RAPHAEL UWAZURUIKE (2017)
<http://clou.uclan.ac.uk/20487/1/20487%20Uwazurike%20Allwell%20Final%20e-Thesis%20%28Master%20Copy%29.pdf>

Suggested Reading:

Caroline Bettinger-López, *The Inter-American Human Rights System: A Primer*, 42 CLEARINGHOUSE REV. 581-595 (2009).

Elsa Stamatopoulou, "Monitoring cultural human rights: The claims of culture on human rights and the response of cultural rights." *Human rights quarterly* 34, no. 4 (2012): 1170-1192.

Guest Speaker: GL2 - February 1 - Nawras Layous, CARITAS @ 7.00

Assignment 4 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 4 due by February 6** (3 points)

Assignment 5 - Each group is expected to view and raise a question to **EACH OTHER** group (within the VT that has been uploaded for Assignment 2). As these queries are raised, each group is to place a response to the queries on the VT as well. **Assignment 5 is due February 6** (20 points)

RUBRIC: When observing other presentations – think about the effectiveness of the institutions under examination for actually upholding human rights law (and yes – you CAN compare it to the work that you have done if that assists you to create a question or answer!). Please raise questions and of course, try to answer the questions being raised by the other groups (within reason – I am NOT expecting you all to become world experts,...yet!).

Assignment 6 - The next group project is to choose a human rights issue of interest, and contemplate how best to raise this issue as a legal challenge or as an avenue for legal enforcement and why – using one of the bodies or organizations that were analyzed in the VT by your fellow students. I expect you to choose a body or organization that is **DIFFERENT** than the one your group analyzed. Please LABEL your VT with the issue you are raising and the names within your group in the D2L Assignment 6 section. **Assignment 6 is due February 13** (10 points).

RUBRIC: The VT should range from 5-10 minutes, explaining the issue, why you chose a particular avenue for enforcement, and the expected outcome. The idea here is to allow you all to begin to contemplate the various ways in which particular issues that might be important to you or of interest can actually be raised and protected as “law” within international and regional (or national, if relevant) fora.

Up Close Look at Some Human Rights

WEEK Five – Business and Human Rights/Corporate Social Responsibility (CSR)

Weekly Objectives: This week we will begin to examine specific human rights legal issues, thinking about current issues and how human rights law might assist.

Reading:

Nina Seppala, “Business and the International Human Rights Regime: Comparison of UN Initiatives,” *Journal of Business Ethics*, 87 (2009): 401- 417.

SOMO, “How to use the UN Guiding Principles on Business and Human Rights in company research and advocacy” http://somo.nl/publications- en/Publication_3899;

Review: UN Global Compact; Norms on Transnational Corporations and Other Business Enterprises; the UN Guiding Principles on Business and Human Rights; and the OECD Guidelines for Multinational Corporations.

Guest Speaker: GL3 - February 8 - Katherine Hughes Fraitekh, Solidarity2020 @ 17.00

Assignment 7 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 7 due by February 13** (3 points)

WEEK Six - Human Rights and Humanitarian Law

Weekly Objectives: This week we will begin to examine other legal systems as well, thinking about current issues and how human rights law might assist. How might different legal systems interact and what is the result?

Reading:

Accountability Fatigue: A Human Rights Law Problem for Armed Forces? by [Kenneth Watkin](#) November 1,

2018

<https://www.justsecurity.org/61318/accountability-fatigue-human-rights-law-problem-armed-forces-petraeus-united-kingdom/>

Guest Speaker: GL4 - February 15 - Atika Raza, Law and Policy, Pakistan @ 7.00

Assignment 8 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 8 due by February 20** (3 points)

Guest Speaker: GL5 - February 22 - Zhala Azizova @ 7.00

Assignment 9 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 9 due by February 20** (3 points)

Assignment 10 – For the final group project, choose one of the examined specific topics, find an organization working on the particular issue that interests you, consider how and whether the organization is engaging human rights law (if at all!), and analyze their approaches and methods of the organization. Please upload a VT with your analysis, using the name of the topic being analyzed, and the name of people within your group. You also must make an entry to the Assignments section of the D2L. **Assignment 10 is due by February 27** (15 points)

RUBRIC: HOW is the organization under examination using the law for the specific topic you have chosen, and what can you suggest as alternative or better approaches (if at all). Do you consent to their approach? Why/why not? In addition, please delineate why you have come to that conclusion.

WEEK SEVEN – Issues of Torture

Weekly Objectives: This week we will begin to examine how human rights law might undergo changes and shifts in perception and application.

Reading:

Is the Prohibition against Torture, Cruel, Inhuman and Degrading Treatment Really ‘Absolute’ in International Human Rights Law? A Reply to Graffin and Mavronicola

[Steven Greer https://academic.oup.com/hrlr/article/18/2/297/4993952](https://academic.oup.com/hrlr/article/18/2/297/4993952)

Interpretation of the Prohibition of Torture: Making Sense of ‘Dignity’ Talk Elaine Webster April 2016
<https://link.springer.com/article/10.1007/s12142-016-0405-7>

Suggested Reading:

DO SELF-REPORTING REGIMES MATTER? EVIDENCE FROM THE CONVENTION AGAINST TORTURE* Cosette D. Creamer & Beth A. Simmons

https://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=3059&context=faculty_scholarship

Guest Speaker: TBD

Assignment 11 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 11 due by TBD** (3 points)

Assignment 12 - Each group is expected to view and raise a question to **EACH OTHER** group (within the VT that has been uploaded) regarding their analysis of the topic and organization that was chosen. As these queries are raised, each group is to place a response to the queries on the VT as well. **Assignment 12 is due March 6** (20 points)

RUBRIC: When observing other presentations – think about the difficulties inherent in human rights law enforcement and methods being suggested by your colleagues along with their critique. Do you agree? Are there other effective avenues? Is the organization under examination effective? And, as before, you CAN compare it to the work that you have done if that assists you to create a question. Please also try to answer the questions being raised by the other groups (within reason – I am NOT expecting you all to become world experts,...yet!).

HRTS TbD (See Appendix 1 and 2 to select the electives) 3 0 0 3

22SWK691 Concurrent Fieldwork - III/ Internship I & Summer Internship 0 0 0 3

Based on the field of specialization, the students are placed in agencies like hospital/ voluntary organization, field projects etc. Here the students should focus on developing perspectives, practice the roles and intervention modes to agency specific or target group specific. With the cutting edge social work practice skills, the students can directly make interventions in the field.

Summer Internship has to be completed during the Summer break at the end of the Second semester and will be evaluated during the Concurrent Field Work Viva Voce Exam III.

Live-In-Labs / 21OEL Open Elective 2 0 0 2

Introduction: This initiative is to provide opportunities for students to get involved in coming up with solutions for societal problems. The students shall visit villages or rural sites during the vacations, after the second

semester and if they identify a worthwhile project, they shall register for a 2-credit Live-in-Lab project, in the third semester. The objectives and projected outcome of the project should be reviewed and approved by the Dept. chairperson and a faculty assigned as the project guide. On completion of the project, the student shall submit a detailed project report. The report shall be evaluated and the students shall appear for a viva-voce test on the project.

OR

18OEL667

Research methods for Social Sciences – II

2 0 0 2

Introduction: This course will involve lecture, group discussion, and a practical hands-on lab component for each of the Units. The course will help prepare students to develop confidence and competence in designing qualitative research, executing the study, analyzing the data, and presenting findings in an academic paper. Students are expected to complete required readings for participation in class discussions.

This course is intended for graduate students planning to conduct qualitative research in a variety of different settings.

Course Objectives:

1. Understanding of philosophical and methodological approaches of qualitative research through scientific thinking and reasoning
2. Understanding and practising the different phases and methods of qualitative research in line with ethical guidelines
3. Practicing necessary inter- and intrapersonal skills for qualitative research

Unit I: Historical, Philosophical, Ethical Context : Scientific vs. non-scientific approaches to learning: Stammtisch psychology, Ontological and epistemological approaches to learning- Hermeneutics, Phenomenology, Pragmatism-Comparisons with quantitative approaches: strengths & weaknesses of both approaches, Ethical considerations and mandates in Social Sciences Research.

Unit I: Historical, Philosophical, Ethical Context:

- Scientific vs. non-scientific approaches
- Philosophical assumptions underlying the scientific method: Which philosophical assumptions and interpretive frameworks linked to qualitative research?
 - ontologies and epistemologies
 - Hermeneutics, Phenomenology, Pragmatism
- Historical perspectives: New approach in research - need for qualitative research (interpretive)
- Comparisons with quantitative approaches: strengths & weaknesses of both approaches,
- Ethical considerations and mandates in Social Sciences Research, examples of unethical research.

Unit II: Aspects and Characteristics of Qualitative Research : Theoretical and conceptual issues, How the choices of methodology are linked to broader theoretical and conceptual issues: consider the

appropriateness of different methodologies and types of evidence chosen for specific research questions. Evaluating published studies in social science fields: Examining the logic of presented arguments, their related chosen methodologies, and the relationship between the evidence presented and the argument. Understanding the power and purpose of the Literature Review in Qualitative Research: Defining the primary Research Question of interest. Lab Component: Identify interest area for small group research study

Unit II: Process of Qualitative Research: from research problem to research design

- Logic and purpose of qualitative research: Inductive reasoning to build theories/frameworks/models, subject driven approach, bottom up-approach, thick description of social phenomena
- Process of qualitative research: How to identify the research context and problem that requires the qualitative approach
- How to identify research gap and questions that require the qualitative approach
- How to design a qualitative research design: introduction to different research designs (eg. grounded theory etc)
- Important researcher skills: Observations, Listening Skills, mapping skills, communication, flexibility, Importance of self-reflection/observation/awareness.
- Lab Component: Evaluating published studies in social science fields
 - Suggestions for lecturer: Evaluating qualitative research paper due to its logic of presented arguments, their related chosen methodologies, and the relationship between the evidence presented and the argument.

Unit III: Qualitative Research Methods

Required data collection skills for the researcher: Observations, Listening Skills, mapping skills, communication, flexibility, Importance of self-reflection/observation/awareness. Lab Component: Application of skills learned through practical exercises.

Design of Study: Methods of Data Collection-Interview; Survey; Focus Group; Document Analysis; Survey, Participant Observation, Case Studies, Media Materials (audio, video, photo, etc.) Written sources (documents, biographies, diaries); Documentary/primary sources. Lab Component: Differences between survey and interview questions. Conducting the Focus Group: class project.

Understanding Focus Group design for Qualitative data: Lab Component: data collection for small group study.

- Before entering the field:
 - how to plan collecting data: contact interview partners, key informants, gatekeeper, etc
 - how to create qualitative research tools: interview questions for one-on-one interview and focus group discussions, observation template, plan for PRA etc.
- During the field:
 - Setting up the field for interviews, focus group discussions, PRA, observations etc
 - How to conducting the interviews, Focus group discussions, PRA, Observation - do's and don'ts to be ethical and ensure qualitative validity

- After the field:
 - how to leave the field: leaving a decent impression in the field as a researcher (offering time for follow-up questions/concerns, leaving the contact etc.)
- Further methods of data collection:
 - Case Studies, Media Materials (audio, video, photo, etc.) Written sources (documents, biographies, diaries); Documentary/primary sources.
- Ensuring qualitative validity during data collection:
 - member checking (in the field), triangulation of data, researcher bias

Unit IV: Data analysis methods

Overview of conventional & more contemporary methods: Content Analysis, Comparative Analysis, Thematic Analysis, Framework Analysis. Integrative Analysis: Strengthening reliability of results and minimizing researcher bias. Lab Component: Analysis of collected data in small groups using Integrative approach.

Introduction to different types of data analysis:

- Content Analysis, Comparative Analysis, Thematic Analysis, Framework Analysis, Integrative Analysis
- Data Interpretation of qualitative data
 - Ensuring qualitative validity: peer-examination, bias reflection in the process of data interpretation
- Lab Component Suggestion: Analysis of collected data with any selected method

Unit V: Interpretations, findings, synthesis of project into scientific paper

Code Structure and coding of data: The role of interpretation in research results, Presentation of results in systematic, scientific manner. Overview of steps in writing scientific research paper: Strengthening each section of paper, Comprehensive, systematic reporting of methodology utilized, Proper citations, and citation reporting within text and References sections of paper.

Process of report writing: Overview of necessary steps in writing a scientific research paper: Role processes of literature review in qualitative research, research context, problem, research gap, research question, methodology, results, discussion. Proper citations, Lab Component suggestion: presenting findings

Course Outcome

1. The students understood the philosophical, ethical and methodological approaches of qualitative research using scientific thinking and reasoning.
2. The student gained knowledge how to plan, conduct and finish qualitative research with different methods.
3. Students acquired and practiced skills sets for each phase of qualitative research.

Readings:

1. Maggi Savin-Baden and Claire Howell Major (2010). New Approaches to Qualitative Research

Wisdom and Uncertainty.

2. Robert K. Yin (2011). Qualitative Research from Start to Finish.
3. Yvonne Darlington and Dorothy Scott (2002). Qualitative research in practice -Stories from the field.

22SWK698

Research Project – Part 1

0 0 2

Each student has to choose a research problem and do a field project within a selected area in consultation with the supervisor who will offer continuous guidance to acquire the knowledge and application of research steps. In this class students get continuous support from the faculty and supervisors to gain the necessary skills to design, conduct and perform research. Students get the opportunity to publish a scopus indexed paper at the end of the Research Project Part II course (4th semester). The final evaluation and viva-voce will be held at the end of the fourth semester.

SEMESTER – IV

22SWK611

Corporate Social Responsibility

2 0 0 2

Introduction

Corporate Social Responsibility (CSR) is relatively an emerging area of Social Work in India. This course will familiarize the students with the concept of corporate social responsibility. For an individual as for an organization, CSR gives an opportunity to deliver as a responsibility enlightened citizen. The evolution of CSR has had a far reaching impact on development in India.

Course Objective:

1. Understand the environmental, social, and economic drivers and risks impacting on companies – along with the major business opportunities for integrating sustainability factors within the core business strategy.
2. Understand global perspective on CSR and CSR practices in India
3. To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues
4. To enable students with conceptual clarity on need, purpose, and relevance of research applicability in CSR practice.
5. To acquire skills to frame CSR policies and practices appropriate to the Indian workplace

Unit I: Understanding CSR- Evolution, importance, relevance and justification. CSR in the Indian context, corporate strategy. CSR and Indian corporate.

Unit II: Structure of CSR- In the Companies Act 2013 (Section 135); Rules under Section 13; CSR activities, CSR committees, CSR policy, CSR expenditure CSR reporting; Policies; Preparation of CSR policy and process of policy formulation; Government expectations, roles and responsibilities.

Unit III: CSR and Social Work- CSR practices in domestic and international area; Role and contributions of voluntary organizations to CSR initiatives. Role of implementation agency in Section 135 of the Companies Act, 2013. Effective CSR implementation. Role and expectations of social worker in CSR programmes.

Unit IV: Project Management in CSR initiatives- Project and programme; Monitoring and evaluation of CSR Interventions. CSR Documentation and report writing. Reporting framework, format and procedure. Social Enterprise and Government Initiatives.

Unit V: Models of CSR- Business Model, Social Marketing, Crowd funding, Social Entrepreneurship – Case studies.

Course Outcome:

1. Acquired knowledge in global perspective on CSR and CSR practices in India
2. Understood the impact of CSR implementation on corporate culture, particularly as it relates to social issues

3. Understood the need, purpose, and relevance of research applicability in CSR practice and frame CSR policies and practices appropriate to the Indian workplace

Suggested Readings:

1. Corporate Governance, Ethics and Social Responsibility, V Bala Chandran and V Chandrasekaran, PHI learning Private Limited, New Delhi 2011.
2. White H. (2005) Challenges in evaluating development effectiveness: Working paper 242, Institute of Development Studies, Brighton.
3. UNDP (nd) Governance indicators: A users guide . Oslo: UNDP
4. Rao, Subbha (1996) Essentials of Human Resource Management and Industrial Relations, Mumbai, Himalaya
5. Rao, V.S.L. (2009) Human Resource Management, New Delhi, Excel Books,

Elective : Community Development

22SWK633 Climate Change and Sustainable Development 3 0 0 3

Introduction: Climate change will be contextualized within global change and the interplay of socioeconomic development and technical change with climate policies. Changes in global climate will have a range of impacts across different geographies, ecosystems and societies. Some will benefit while others will face devastation. This course is about understanding the complexity of these interactions and identifying policy responses that are more likely to succeed.

Course Objectives

1. To promote students' understanding of the relationships between climate change and sustainable development, in particular, the major impacts of climate change on sustainable development and of development on climate change
2. To promote students' understanding of processes and factors affecting the potential impacts and effectiveness of different policy responses to climate change, particularly with regard to their impacts on development
3. To enable students to apply this understanding to policy analysis, design and implementation tasks

Unit I: Climate Change- Introduction, The Science of Climate Change; Causes of climate change: Natural & Human causes; Impacts of climate change: Agriculture, Water insecurity, Natural disasters and extreme climate events, sea level rise – health, eco systems and bio diversity – Adaptation of developing countries.

Unit II: Regional and National Scene- South Asia & Indian Scenario: Geography, poverty and population density makes South Asia vulnerable; Poverty and resource degradation; High climate variability and high incidence of natural disasters. Heavy reliance on monsoons; Influence of Himalayas on climate and economy of the region; Density of population in coastline and effects of sea rise; Urbanization & challenges. Future of South Asia: warming, wet regions, surface run off, climate related natural disasters: cyclones, floods, droughts, diseases. Glacial retreat & consequences.

Unit III: Social Impacts and Interventions- Women, the poor indigenous people most vulnerable. Climatic refugees: Bangladesh to India. Social Development: Strengthening local govts.; Promotion of participation, Resettlement & rehabilitation.

Unit IV: Sustainable Development- Conceptualization and definitions. Local & global challenges to sustainable development. Indicators of non-sustainable development. Sustainable rural development in India: critical review of India's strategies of rural development. Elements of new strategy for sustainable development

Unit V: Global effort for sustainable development- Action plan for sustainable development, issues of negotiation and accountability in achieving sustainable development. Global agreements, Post 2015 process, High-level Political Forum on Sustainable Development, Sustainable Development Goals, UN System implementation.

Course Outcome:

1. Understand the overview of Climate Change and Sustainable Development
2. Understand the processes and factors affecting the potential impacts and effectiveness of different policy responses to climate change, particularly with regard to their impacts on development
3. Understand and analysis the policy, design and implementation tasks in Sustainable Development

Suggested Readings:

1. Ahluwalia, Vikas. (2007) Global Climate Change. New Delhi, Paragon International.
2. Kandel, Robert Hartmann, & Nicholas. (1990) Our changing climate. New York, McGraw-Hill.
3. CSE. (2009) Climate change: politics and facts. New Delhi, Centre for Science and Environment.
4. Sinha.P.C, International Encyclopedia of Sustainable Development Vol.1. New Delhi: Anmol Publications Pvt. Ltd. 1998.
5. T E RI. (1998) Climate Change: Post-Kyoto Perspectives for the South. Delhi, Tata Energy Research Institute.
6. UNDESA (2014) Sustainable Development in Action, Special report on Voluntary Commitments and Partnerships for Sustainable Development.

22SWK634 Technological Interventions for Community Development 3 0 0 3

Introduction: This course aims on bringing better understanding on the use of technology in different fields and delivers focused skill-based approaches to understand the local and global dynamics of technological interventions for community development. The course aims at promoting professional development and capacity building in the area of technological development in community level interventions.

Course Objective:

1. To Understand the overview of technology for community development basics

2. To understand the different aspects of a technology, technological intervention for water
3. To understand the application of technology in Agriculture
4. To Analyze the applications of technologies in Energy and Transportation,
5. To enable to students to understand technological intervention in the field of health and sanitation

Unit I: Introduction- Concept of technology, Disruptive technology. Basics of Geographic information system(GIS), application of GIS, Use of technology in community development. Concept of appropriate technology and local self reliance. Initiatives of National Institute of Rural Development [NIRD] and Council for Advancement of People's Action and Rural Technology (CAPART).

Unit II: Field of Technological Intervention- Water– Water conservation, water harvesting, watershed development, water management, water quality, water distribution, desalination of sea water. Ongoing project around the world and success stories on water conservation, water harvesting, watershed development.

Unit III: Field of Technological Intervention-Agriculture– Land development, Organic/nature farming, soil conservation and soil health, Irrigation and transport. Technologies on post-harvest processing of agricultural produces. Introduction of computers, software and mobiles phones.

Unit IV: Field of Technological Intervention- Energy & Transportation- Technologies available for energy crisis. Non conventional / renewable energy sources – Solar, wind, wave, ect. Bio-methanation and its utilities. Transportation -Situational analysis and accomplishments, limitations and future directions.

Unit V: Field of Technological Intervention- Health & sanitation- Technology to reduce to the ill effects of toilet – types of toilets, Low-cost toilet and sustainable wastewater management . Menstrual hygiene - sanitary napkins.

Course Outcome:

1. Understand the overview of technology for community development basics
2. Understand the different aspects of a technology, technological intervention for water
3. Understand the application of technology in Agriculture
4. Analyze the applications of technologies in Energy and Transportation,
5. Understand technological intervention in the field of health and sanitation

Suggested Readings:

1. Robert Chapman and Tom Slaymaker (2002), ICTs and Rural Development Review of the Literature, Current Interventions and Opportunities for Action, Overseas Development Institute.
2. NIRD (2001) Directory of Rural Technologies, Volume -1 .
3. CAPART Publications on Prayas (Success Stories), Rain Water Harvesting , People's Action (bi-monthly).

Elective : MEDICAL AND PSYCHIATRIC SOCIAL WORK

22SWK643 Social Work Practice in health and medical settings 3 0 0 3

Introduction: Social work practice in physical health deals with the bio-psychosocial-spiritual components of a person with a problem and evaluates the strength and weakness of the patients, social support systems and their families, to help the patients resolve their issues independently.

Course Objective:

1. To understand the concepts of physical health, different approaches, case history preparation and social assessment.
2. To build knowledge about Impact of illness on patient, family and the community.
3. Learn about Rehabilitation - aided therapies, psychological problems in hospital staff and professional self-care.

Unit I: Health Concept, definition, dimensions and indicators; Different approaches to health - preventive, primitive and remedial health; Health and Well-being. Family of International Classification (WHO). **Case History** - Preparation of case history (with examples from the field); Social assessment of patient's family. Indicators of physical life: subjective well-being, quality of life etc.

Unit II: Impact of Illness- Disabling conditions on the patient, family members and the community; Reactions to illness/death/loss – DABDA model; psycho social problems of patient and families during the process of treatment and hospitalization; Burden of Care for the family, Need for involving family in treatment process.

Unit III: Skills, Trends and Perspectives in Physical Health Social Work: - Essential skills for social work practice in physical health settings; Recent trends; Prospects and Challenges. **Theoretical Perspectives** – Person-in-environment orientation; Biopsychosocial approach for practice; Sick role and illness behaviour. Patients' Rights in Health care.

Unit IV: Social Work Practice in Different Physical Health Settings- Role of the social worker as a member of a multi-disciplinary team; Importance of team work and case conference. **Different Physical Health Settings-** Outpatient Services, Emergency Care, Inpatient Services, Special Clinics, Community Health Care and Rehabilitation Services

Unit V: Rehabilitation- Definition, principles, assessment, planning and process of physical rehabilitation; Role of social worker in rehabilitation; Introduction to Aided therapies - physiotherapy, occupational therapy, speech therapy and recreational therapy. Psychological Problems in hospital staff that lead to morbidity (Stress, Burnout and Compassion Fatigue), Professional Self Care.

Course outcome:

1. Student should be able to understand the concept and approaches to Health.
2. Student should gain understanding on the impact of illness on the patient, family and the community.
3. Student should gain the skills required to work in different physical Health settings.
4. Student should understand the process of rehabilitation and practice it in the health settings.

Suggested Readings:

1. Park, K (2005) Park's text book of Preventive and Social Medicines, Jabalpur: M/s Banarsidas Bhanot Publishers..
2. Rao and Kurukila (1998) Psychiatry, B.I Churchill, New Delhi: Livingstone Pvt Ltd..
3. Iyer, A. & Jesani A. (2000) Medical Ethics. New Delhi: Voluntary Health Association of India.
4. Pesek, Helton, Reminiek, Nair. (2007) Healing Traditions of India., Thiruvananthapuram Olive publications.
5. Sinha, D; Tripathi, R.C; Misra, G (Eds) (1982). Deprivation: Its Social Roots & Psychological Consequences. New Delhi: Concept Publishing.
6. Yesudian C.A.K (Ed) (1991) Primary Health Care. Mumbai, Tata Institute of Social Sciences.

22SWK644 Community Care in Physical Health 3 0 0 3

Introduction:

Community based physical health care is a decentralized approach to ensure health and wellbeing of the individual. Community-based care is planned to supplement and decrease the require for more expensive inpatient physical wellbeing care delivered in hospitals.

Course Objective:

1. To enable students to understand the concepts of community based physical & mental health care.
2. To learn about Community care and extension programs.
3. To enhance knowledge on the recent Development in Physical & Mental Health nationally and internationally
4. To understand the approaches/models of physical & mental health practiced in the community.
5. To enlighten on the role and contribution of the NGO's in promoting physical & mental health.

Course Content:

Unit I: Community Health Care Policies and Programs– Health care system in India- historical development, three tier systems of health care in India- national health policy- population policy- nutrition policy - NRHM- Public private partnership- community health care in India - AYUSH.

Cancer control programme - Revised TB Control Programme- NVBDC Programme - leprosy eradication Programme - Risk approach in MCH- non communicable disease program- HIV/AIDS program. Recent changes in various Policies and Programmes.

Unit II: Patients Rights and Medical Ethics - Salient features of Consumer Protection Act and Medical Profession 1986, The Medical Termination of Pregnancy Amendment Act, 2002, The Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Amendment Act, 2002 The Maternity Benefit Act, 1961: The Narcotics Drugs and Psychotropic Substances (Amendment) Act, 2001: The Transplantation of Human Organs Act, 1994; Drugs and Cosmetics Act, 1940; The Prevention of Food Adulteration Act, 1954.Recent Amendments.

Unit III: Concepts of Marginalization and Human Rights- Understanding structural inequalities on physical health services, Rural health problems and concerns: common physical disorders, Prevention of physical disorders, Promotion of physical health, International developments in physical health care, Inter-sectoral Collaboration, Role of Non-Governmental Organizations.

Unit IV: Preventive Interventions- Hypertension, heart disease, cancer, diabetic mellitus, HIV/AIDS and STIs. Obesity, sleep disturbances; Evidence based social work practice in PH settings: Training initiatives and health education, Voluntary Sector involvement in public health programmes, community based rehabilitation models of physical health care. Health Insurance and Medical Tourism.

Unit V: Community care and extension programmes- community based programmes and policies, Innovative practice in community health, Effective models in general health. Critical aspects of the health care policies and programmes. Case studies and best practices of physical health care in the country.

Course outcome:

1. Student should be able to understand the Health care programmes and policies and legislations related to Health.
2. Student should understand the inequalities in Health and the preventive interventions for health in India.
3. Student should understand the innovative and effective practices of health care in India.

Suggested Readings:

1. Merson MH, Black RE, Mills AJ. (2006) International public health: diseases, programs, systems, and policies, 2nd edn. Sudbury MA: Jones and Bartlett Publishers
2. Schneider MJ (2006) Introduction to Public Health 2nd edition, Sudbury, MA, Jones & Bartlett Publishers, Inc.
3. Turnock B.J. (2007) Essentials of Public Health. Sudbury MA; Jones & Bartlett Publishers.

Elective : Child Rights and Child Protection

22SWK653 Interventions for Child Rights and Child Protection 3 0 0 3

Introduction: This course focused on providing deep understanding and practical interventions in the field of child care and child protection to create an empowered group of practitioners who are equipped to enhance children's life skills and act consciously in challenging child protection settings

Course Objective:

1. To provide knowledge of child rights and child protection as envisaged in the UNCRC
2. To understand and evaluate the programmes, policies and schemes for children
3. To understand the Multidisciplinary approach in working with the Juvenile Justice system

Unit I: Understanding Child Rights- Child rights- Concept, definition, applications Child rights as Human Rights. Categories of child rights as given in UNCRC-1989, Right to Survival, Right to Protection, Right to Development and Right to Participation. Instruments of child rights - UNCRC -1989, Various UN and Regional Conventions, Protocols, Declarations, Recommendations, The Constitution of India, Indian laws.

Unit: II: Child Rights Policies, Programmes & Structures- National Charter for Children 2004, , National Plan of Action 2005, Policies of States, National policy on education. Various important bodies and functionaries Created for Child Rights & Child protection such as Commissions, Special Courts, etc.

Unit III: Child Protection - Policies, Programmes, & Tools- Understanding child protection ICPS of GOI. Intra-Organizational Child Protection Policy (CPP). Risk Assessment (RA) in child care institutions and other spaces. National Plan of Action 1998 against child trafficking

Unit IV: Working with children from a right based perspective: Multi disciplinary approach, Working with various legal institutions. Child right based programming , working towards justice for children in Juvenile justice system.

Application of Counselling Skills to children in special Circumstances: Children with substance abuse, Suicidal Behaviour, Victims of Child Abuse, Survivors of Disaster and conflicts, Children in CCIs.

Unit V : Case Discussions- Case discussions on Violence Against Children (VAC), Child sex predators, Child sex tourism, Nithari scandal, Kavdas- Kalyani case, PreetMandir case, Freddy Peat case, and other important cases.

Course Outcome

1. Students should understand the international convention on child rights
2. Students should be exposed to various policies, programs and the implementing machinery for the child protection and welfare

3. Students should understand various approaches to work with children in need of care and protection

Suggested Reading:

1. Bajpai Asha (2003) Child Rights in India: Law, Policy and Practice, Oxford University Press.
2. Mishra Lakshmidhar (2000) Child Labour in India, Oxford University Press
3. Nanjunda D C (2008) Child Labour and Human Rights: A Prospective. New Delhi, Kalpaz Publication.
4. William Thomas (2008) Child Trafficking: An Unconscious Phenomenon. A. New Delhi, Kanishka
5. Bose Pradeep (2006) Child Care and Child Development: Psychological Perspective, Jaipur: ABD
6. Choudhary Premanand (2008) Child Survival, Health and Social Work Intervention, Jaipur: ABD
7. Pandey V C (2005) Child Education. Delhi: Isha Books.
8. Prasada Rao (2006) Child Labour: Problems and Policy Issues, Associated Publishers

22SWK654 Interventions for Children in Humanitarian Crisis 3 0 0 3

Introduction: Humanitarian crises have dreadful situation for Children that affect them in physical, psychological and social contexts. Children are most vulnerable section of the society during the occurrence of humanitarian crisis including natural and manmade. Displacement due to various causes are ever-increasing day by day. This course opens avenues for understanding the various conventions, situations and intervention strategies and role of different International Organisations working this area.

Course Objective:

1. To provide conceptual clarity on humanitarian crisis and Legal instruments
2. To understand different categories of children in emergency and their rescue and rehabilitation.
3. To understand the intervention strategies and the role of various National and international organizations.

Unit I: Humanitarian Crisis HC- Conceptual clarity, definitions, theories Humanitarian situation, Humanitarian Aid, Genocide, Holocaust. Typologies of HC, Legal instruments – The Law of Geneva and the Law of The Hague, Geneva Conventions (I,II,III,&IV) & Protocols, The Hague Convention of 1899 and 1907. Optional Protocol to the Convention on the Rights of the Child on the involvement of children in Armed Conflict 2000.

Unit II: Humanitarian Crisis and Children- Understanding children in Crisis - Unaccompanied, Separated, Internally Displaced, Refugee Children. Impact of Armed Conflict/ War on children- Landmines, Cluster Munitions, Disabilities, Sexual Violence (girls), Attacks on Educational Institutions, Recruitment in Armed Hostilities, Detention. Indian situation of children in armed conflict.

Crucial/emerging and/or ignored Issues of Intervention in HC related to Children, Chances & Challenges in Child Rights, Protection & Development in HC, Disasters (Man-made & Natural) and Impact on Children.

Understanding – Rescue, relief and rehabilitation of children; Special Focus on Girl Child, Diseased, Orphans, Children Affected by HIV/AIDS, Children From Vulnerable communities, Children of migrant families.

Unit III: Rights of Children in Humanitarian Crisis and Intervention Strategies- Understanding children friendly places and their role in helping children in HC. Works books, Guidelines & Practices for working with Children in HC, Right Based Approach (problems & possibilities) Psycho-social Intervention in Post Traumatic Stress Disorders (PTSD) in HC.

Unit IV: International Scenario- Policies & Programmers, Institutional Framework & GOs & INGOs working in this area (Focus on UNICEF, Humanitarian Action for Resilience, Response & Protection, USAID, UNHRC, International Court of Justice, UNDP, International Federation of Red Cross and Red Crescent Societies, International Committee of the Red Cross, and Amnesty International.)

Unit V: Case discussions: Major past and contemporary HC (International and in India) as they relate to children, (e.g. Wars, Terrorism, Tsunami). Case studies on major HC, Interventions therein and Challenges in dealing with children's issues.

Suggested Readings

1. Discussion Paper for Agricultural Economics Society Conference 2005. Revised version 10 May 05 .
2. BBC Report on humanitarian crises in Sri Lanka, April 2009http://news.bbc.co.uk/2/shared/spl/hi/pop_ups/08/south_asia_sri_lanka_refugees/html/2.stm
3. Reuters reports on current humanitarian crises<http://today.reuters.com/News/HumanitarianCrises.aspx>
4. The 10 Most Under reported Humanitarian Crises of 2005 by Doctors Without Bordershttp://en.wikipedia.org/wiki/Médecins_Sans_Frontières
5. The 10 Most Underreported Humanitarian Crises of 2006 by Doctors Without Bordershttp://en.wikipedia.org/wiki/Médecins_Sans_Frontières
6. Save the Children list of types of emergencies<http://www.savethechildren.org/programs/emergencies/types-of-emergencies.html>
7. Amnesty International, Human rights publications, www.amnesty.org
8. www.hdcentre.org
9. [http://www.hdcentre.org/Human Rights Watch](http://www.hdcentre.org/Human_Rights_Watch), www.hrw.org

Elective : Disaster Management

22SWK663 Mental Health Services in Disaster Management

3 0 0 3

Introduction:

The course aims to help understand the psychosocial impact of disasters and the need for providing psychosocial care and emotional support to disaster victims.

Course Objectives:

1. To gain understanding of the mental health issues associated with Disasters
2. To understand the importance of psychosocial care for the victims of Disaster
3. To enable students to understand the intervention models and approaches to the victims and care providers.
4. To enable students to understand the importance of disaster preparedness and the role of social workers in Disaster management.

Course content

Unit I: Introduction to Disaster Mental Health- concept, meaning, DMH Mission, Values, Ethics and Assumptions- Major disasters in India and other nations: Needs of the disaster survivors-Psychosocial care – Definition-Historical development of psychosocial care-Significance of Psycho-Social Support and Mental Health Services (PSSMHS) in Disaster Management-Hindrances to psychosocial care programmes

Unit II: The psychosocial impact of disasters- Theories of Psychosocial care- Emotional and behavioural reactions of the survivors across various phases: Normal and Abnormal reactions-Principles of emotional support

Unit III: Emergency planning and Training- Psychosocial assessment-PSSMHS in Relief Camps -Early intervention approaches – psycho education, psychological first aid, crisis intervention, debriefing, defusing-PSSMHS during Recovery, Rehabilitation and Reconstruction Phases-Handholding exercise -PSSMHS for Vulnerable Groups – children, women, aged and disabled. PSSMHS for Care-Providers-Integrating PSSMHS with General Relief Work & the Health Plan. Referral System-Role of NGOs in PSSMHS-Psychosocial care and cross cutting issues – HIV/AIDS, Alcoholism, Poverty, Migration, Displacement

Community based psychosocial care models in disaster management- NIMHANS model of psychosocial care -World Health Organization- American Red Cross Model-Other models –Evidence base for community integrated models. Indicators of recovery – impact, distress, disability and quality of life

Unit IV: Disaster Preparedness in PSSMHS- Planning and Preparedness -Resource Mapping-Preparedness for PSSMHS-Capacity Development -Research and Development-Documentation -Community Participation – Role of Community Level Workers, Role of Professional Social Workers

Infrastructure for PSSMHS -Hospital Preparedness -Network of Institutions -Public-Private Partnership - Technical and Scientific Institutions -Communication and Networking -International Co-operation -Media Management

Unit V: IASC Guidelines on Mental Health- Psychosocial support and Mental Health Services in disaster management-NDMA Guidelines- Sphere Standards in psychosocial care.

Course Outcomes

1. The student will be able to assess the psychosocial problems in Disaster situations.

2. The student will be able to use appropriate models for providing psychosocial care.
3. The student will gain social work skills to work in disaster situations and understand their role in disaster management

Suggested Readings:

1. Murthy, Srinivasa R and M K Issac: ‘Mental Health Needs of Bhopal Disaster Victims and Training of Medical Officers in Mental Health Aspects’, Indian Journal of Medical Research, 86 (Suppl): 51-58. 1987
2. NIMHANS, National Workshop on Psychosocial Consequences of Disasters, NIMHANS, Bangalore 1997Eherenreich, JH, Coping with Disasters, A Guidebook to Psychosocial Intervention, New York :Mental Health Workers without Borders.
3. Jaswal, S. &GandeviaK.. Mental health Consequences of Disaster – Special Issue, The Indian Journal of Social Work, Vol. 61(4). 2000
4. Juvva, S and P Rajendran: ‘Disaster Mental Health’, Indian Journal of Social Work, Vol 64, No 4, pp 527-41. 2000

22SWK664 Disaster Risk Reduction and Climate Change 3 0 0 3

Introduction

The course introduces the learner to the Disaster Risk reduction in the Community and its impact on climate change and vulnerability.

Course Objectives

1. Enable student to understand the principles and methods for Disaster Risk reduction
2. The student gains knowledge on the process and strategies in Community Based Disaster Risk Reduction
3. To familiarize with the knowledge of climate change and its impact on disaster
4. To understand the role of Corporate sectors in climate change.

Course Content

Unit I: Principles and Methods for Disaster Risk Reduction- Introduction to Disaster Risk Reduction, Principles. Disaster risk reduction approach. Tools and methods for assessing and monitoring disaster risk trends, patterns and conditions. Identification of risk reduction measures, prioritization, and preparation of risk reduction plans, stakeholder analysis, organizational mechanism for plan implementations; Case studies on integration of risk reduction into development activities and planning.

Unit II: Community-based Disaster Risk Reduction- The framework of Community Based Disaster Risk Management (CBDRM). Facilitating participatory assessment and planning for Community-based vulnerability reduction. Community risk assessment; Hazard mapping; Facilitating community self monitoring, evaluation and learning for CMDRR; Sustaining CMDRM Process: structural mitigation, early

warning, public awareness, community organisation, livelihood diversification and livelihood strengthening, training. Social Networks and Social Capital in Disaster Risk Management. Local knowledge systems in disaster risk reduction. Transparency and accountability issues in disaster risk reduction- Strategies for enhancing participation in governance and improving accountability of the processes involved in all the phases of disasters - Assigning accountability for disaster losses and impacts; Allocation of resources for necessary risk reduction; Enforcing the implementation of disaster risk management; Facilitating participation from the civil society and the private sector.

Unit III: Climate Change and environmental vulnerability- Effect of climate change on India and her neighbours, Climate change versus environmental change: Population increases, development in marginal areas, unsustainable farming and fishing, deforestation etc. interface with climate change to create increasing vulnerabilities. The Pressure and Release Model to understand environmental vulnerability. Disaster Risk Reduction Tools and Methods for Climate Change Adaptation.

Unit IV: Climate change and disasters- global warming, deforestation, pollution. Socio-cultural and economic dimensions of environmental degradation: Common pool resources, livelihood and disasters; Impacts on food production and supply, health and diseases/epidemics; migration and conflicts; Tourism and disasters. Mechanisms to address

Unit V: Climate Change- Climate change mitigation and adaptation. The role of carbon, climate feedback mechanisms, geoengineering. The business and politics of climate change. The Kyoto Protocol. Carbon trading. Clean Development Mechanisms. Intellectual Property Right Transfers etc. Corporate Social Responsibility. Adaptation to environmental change.

Course Outcome

1. The course will enable in identification of measures for disaster risk reduction.
2. The student will understand the importance of Community Based Disaster management
3. The student will understand the threats posed by climate change and environmental change in Disaster management

Suggested Readings:

1. Blaikie, Piers et al, At Risk: Natural Hazards, People's Vulnerabilities and Disasters, London, Routledge and Kegan Paul, 1994.
2. Casale, R. and C. Margottini, Natural Disasters and Sustainable Development, Springer, 2004.
3. Godschalk, D.R et al. Natural Hazard Mitigation: Recasting Disaster Policy and Planning, Island Press, 1999.
4. Kasperson, J.X and R.E. Kasperson (eds.) Global Environmental Risk, United Nations University Press and Earthscan, 2001.
5. Neefjer, K. Environments and Livelihoods: Strategies for Sustainability, Oxford, Oxfam GB, 2000

Elective : Gender and Social Work

22SWK673 Gender and Sustainable Development 3 0 03

Introduction: This course aims to provide learners with an in-depth look at the role of gender at achieving equitable and sustainable development. Building on Amrita's pathbreaking AWESOME Framework, the course will equip the learner with the knowledge and skills to deliver transformative actions across all sustainability pillars and geographic contexts to empower women to leverage their resources, live free of discrimination in healthy and safe environments, and enjoy access to quality education, cultural, political and socioeconomic equality. The course outlines key contributions to the analysis of power within public policy making processes and examines feminist visions of social change which draw on ideas about capabilities, empowerment, health, education, economic vitality and gender justice to engage with these policy processes. It also provides an understanding of the various technology based intervention tools available to social workers to aid those in need.

Course Objectives:

- e. Understanding the crucial role gender plays in furthering the goal for sustainable and equitable development
- f. Gaining an in-depth understanding of the significance and importance of gender in health, education, safety, economic progress and environmental quality.
- g. Providing the ability to critically assess existing reforms and initiatives and provide improvements to the existing system
- h. Gain hands-on training in developing a schema for vulnerability mapping and assessment in their chosen area of intervention

Course content:

Unit 1: Gender and Health. Overview of women's health and access to healthcare in India. Understanding current laws and their limitations through case studies. The role of women's health in ensuring/uplifting community health. Studying and critically reviewing existing interventions and solutions towards women's education in India

Unit 2: Gender and Education. Overview of women's education status in India. Analysing barriers towards women's education through case studies from the field. Studying and critically reviewing existing interventions and solutions towards women's education in India

Unit 3: Gender and Economic Vitality. Inequality in entrepreneurial paths. The relative lack of women in Science/industry, despite increasing education and the growth of a middle class. Strategies for improving the situation (Amrita cVET methodology case studies).

Unit 4: Gender and Safety. Exploring current issues of physical and mental safety. Critically analysing the gaps at the grassroots level in access and application of existing laws for ensuring physical and mental safety

of women. Understand the ways in which social workers can facilitate and enable prompt grievance redressal. **Gender and Technology.** Exploring the technological tools social workers have access to in addressing issues. Analyse gaps in technology and explore possibilities of designing technological tools that would aid social workers in the field.

Unit 5: Gender and Environmental Quality. Ecofeminist principles on environmental preservation and policy. “Griha Devi and Bhumi Devi” - Understanding the intrinsic relationship between the empowerment of women and the preservation of the environment

Course outcome:

- i. Students should gain be able to understand the role gender plays in each of the AWESOME dimensions
- j. Students should be able to articulate dimension-wise solutions for multiple circumstances and for multiple population types.
- k. Students should have a foundational understanding of the potential technology has as a solution to each dimension’s gender inequality issues.
- l. Students should understand their role as social workers in working towards gender equality.

Reading List:

- Gressel, Christie M, Tarek Rashed, Laura Aswati Maciuika, Srividya Sheshadri, Christopher Coley, Sreeram Kongeseri, and Rao R Bhavani. 2020. “Vulnerability Mapping: A Conceptual Framework towards a Context-Based Approach to Women’s Empowerment.” *World Development Perspectives* 20 (December): 100245. <https://doi.org/10.1016/j.wdp.2020.100245>.
- Benería, L. Berik, G and Floro, M. (2015) *Gender, Development and Globalization: Economics as if All people Mattered*, London: Routledge. (2nd Edition).
- Cook, S. and Kabeer, N. (2010) *Social Protection as Development Strategy*, London: Routledge.
- Cornwall, A., Edstrom, J. and Greig, A. eds. (2011) *Men and Development: Politicising Masculinities*, London: Zed Books.
- Kabeer, N. (2003) *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: a handbook for policy-makers and other stakeholders*, London: Commonwealth Secretariat.
- Visvanathan, N. et.al. (2012) *The Women, Gender and Development Reader*, London: Zed Books.
- Hosseinpoor, A. R., Williams, J. S., Amin, A., De Carvalho, I. A., Beard, J., Boerma, T., ... Chatterji, S. (2012). Social determinants of self-reported health in women and men: Understanding the role of gender in population health. *PloS one*, 7(4), e34799.
- Osmani, S., & Sen, A. (2003). The hidden penalties of gender inequality: Fetal origins of ill-health. *Economics & Human Biology*, 1(1), 105–121.

- ILO (2015) World Employment and Social Outlook: The Changing Nature of Jobs, Available at: http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang--en/index.htm
- UNDP (2012) Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/>
- UNDP (2014) Gender Equality Strategy 2014-2017. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/>
- UN Women (2015) Progress of the World's Women. Transforming Economies, Realizing Rights. Available at: <http://progress.unwomen.org/en/2015/>
- UNDP (2015) United Nations Sustainable Development Goals, Geneva: The United Nations. Available at: http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf
- World Bank (2012) World Development Report 2012: Gender Equality and Development. Available at: <http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:22999750~menuPK:8154981~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html>

22SWK674 Gender Sensitization: Master Trainer 3 0 0 3

Introduction: This course engages learners with practical and hands-on applications of the concepts and theories related to gender and sustainable development covered in previous courses. Relying heavily on an existing project, learners will spend much of their class time participating in the project activities. The learners will first be given a “master trainer” training as well as guidance for how to conduct impact assessments. With this knowledge, the learners will then take part in the assigned project and assist with the training and research study associated with the project. Initially, the assigned project will be the “Amrita Gender Sensitization” workshop where students and faculty across Amrita are taught about gender inequality and strategies for making their personal and professional lives more harmonious and gender equal.

The students will have the opportunity to conduct research in any of the areas of sustainable development covered during the programme, and supplement it with research into technology based interventions that might aid social workers in their work.

Course Objectives:

1. Become certified master trainers for the given project
2. Apply master training to teach other students

3. Learn how to and then conduct an impact assessment
4. Produce a research report on their experiences and findings

Course content:

Unit 1 & 2: Master trainer and certification. Take existing master trainer content, including assessment and certification.

Unit 3: Impact assessment methods. Learn basic methods for impact assessment. Prepare their study instruments (survey and/or interview questions)

Unit 4: Supervision and Performance practice and evaluation. Field practice with giving trainings, including assisting with existing AGS workshops. Help with conducting any impact assessment.

Unit 5: Strategies for implementation. Sample course training, tailored toward the target population. Learn about the unique needs of different populations. Identify avenues for technological intervention in social work

Course outcome:

1. Students should earn an Amrita Certification as a master trainer in gender sensitisation (or similar) course.
2. Students should gain the skills and experience necessary to conduct their own impact assessment and analyse any data needed to produce a research report.
3. Students should gain experience in conducting a gender sensitisation training course, along with understanding best practices for training vulnerable groups.
4. Students should be confident they can conduct a training session with groups from multiple backgrounds/contexts including formal and informal industries, organised and unorganised sectors.

Indicative Reading List:

1. Amrita Gender Sensitisation Course Manual
2. Manuals for Amrita cVET courses
3. Shekharan, A. (2019). Mardon Wali Batein: A Research Project on Men, Masculinities, and SRHR. The YP Foundation in partnership with American Jewish World Service. Available at: <http://www.theypfoundation.org/mardon-waali-baat>

Elective : COMMUNICATION FOR SOCIAL AND BEHAVIOUR CHANGE

22SWK683 Media and Communication for Development in India 3 0 0 3

Introduction: The use of communication for national development purposes has a long history in India. The importance of the role of communication for national development was understood even before the country's independence in 1947. This course introduces students to the conceptualizations of media and communication and their role in development. The course will discuss the historical, socio-cultural, economic, psychological, political, and ethical aspects of media and communication. It will also explore the use, impact, and influence of media and communication to achieve human rights, community empowerment, behaviour and social change in various development contexts in India.

Objectives:

1. To learn the history of communication, experiences, and programmes in C4D in India
2. To develop critical understanding of fundamental issues and trends in media industries
3. To develop coherent arguments about challenges and opportunities for media coverage of development and social issue
4. To understand the impact and influences of media and communication in human rights and social development
5. To attain the ability to explain opportunities created by the availability of digital technologies.

Unit 1: Communication for Development in India: Overview of key experiences of using media for development in India, Communication Development programmes in India, Potential of putting technologies in the service of social goals., Entertainment-education research and programme implementation. Entertainment-education – Gender equality and family planning, Communication and Social marketing campaign, Various approaches in Communication for Development, Communication for development approaches and woman's empowerment- (Chipko movement and Sonagachi programmes).

Unit 2 Print media: Historical overview of the press, news and journalism in India, major transformations in contemporary journalism in India, liberalisation of Indian media, the commodification news, Newspaper Boom in India, Socia justice and development issues Commercialization of Indian journalism, Development initiatives and Media, Journalism, and ethics

Unit 3 Audio-visual media: radio, television, and film: History of audio-visual media. Television Broadcasting in India, Transformation in the structure of broadcasting media in India, changes affecting programming tent, social development goals and state monopoly, the impactthe break-up of a state monopoly for development sues, Effect of globalization, nationalization, and localism n media content and movie industry, social/development issues in broadcast media, penetration of cable and satellite television on private channels.

Unit 4 Community Media: History of community media in India, liberalization of community media policy in India, The Radio Rural Forum in 1956. Significance of storytelling and folk media for development, Traditional and folk media, Folklore as a means to communication in rural areas, Role of State Directorates of Public Relations, and NGOs

Unit 5 Digital media: Developmental role of Mass media, New communication technologies for development and social justice, Major barriers to the uptake of technology among low-income populations,

changing digital landscape in India, the 'Digital India' initiative, (For example, creating a cashless economy through apps like Paytm which enables cash transfers using mobile phones to improve financial inclusion among low-income populations.) Information and Communication Technologies (ICTs), Social Media, Over-the-Top (OTT) platforms

Course Outcome: After this module, students should be able to demonstrate the following competencies:

1. Knowledge of key experiences and programmes in C4D in India
2. Critical understanding of fundamental issues and trends in media industries
3. Develop coherent arguments about challenges and opportunities for media coverage of development and social issues
4. Ability to explain opportunities created by the availability of digital technologies

Reference:

- Jeffrey, Robin. 2000. India's Newspaper Revolution. Palgrave.
- Nair L.R., 1967. Private Press in National Development: The Indian Example in D. Lerner & W. Schramm, Editors, Communication and Change in the Developing Countries, (pp. 168-189). Honolulu: East West Centre Press.
- Vilanilam, John V. 2005. Mass communication in India: a sociological perspective.
- Thomas, Raju G. C. 2006. Media, in Stanley Wolpert, Editor, Encyclopedia of India (vol. 3), pp. 105-107

22SWK684 Strategy design: Planning models, processes and levels of intervention 3 0 0 3

Introduction: This module is designed to provide students with an overview of the basic steps in the design of communication strategies for development. A communication strategy is the implementation of a programme to achieve communication goals in support of development goals. Communication strategies include basic, linked steps: situation analysis, goal definition, activities, materials, products, and messages, monitoring and evaluation. Strategic thinking should guide decisions and ensure that the plan is implemented according to the diagnosis and decisions. It contains three sub-modules and 18 modules as listed below.

Course Objectives:

- Knowledge of the basic steps of communication strategy planning, design and implementation
- Knowledge about different change management strategies implemented according to target
- Knowledge about different communication and marketing strategies to promote implementation strategies.

Course content:

Unit 1: C4D planning: Planning models refer to basic approaches to the design and implementation of communication strategies. They provide a general framework to understand necessary steps and the

connections among various activities. Planning models emphasise the notion of process as strategy design is dynamic and evolving according to baseline information, as well as the progress of specific programmes. Also, processes are evidence-driven as they need to justify decisions on the basis of different data. Models highlight the importance of evidence-based planning to gain knowledge into specific problems, define goals clearly, identify appropriate actions, understand publics/ stakeholders,¹ and anticipate possible challenges that may undermine success. This unit discusses several planning models that have been widely used by several agencies and organisations, such as the ACADA model (Assessment, Communication Analysis, Design, Action), the P-Process developed by the Johns Hopkins Bloomberg School of Public Health/Center for Communication Programmes (CCP) and its partners in the USAID-supported Population Communication Services (PCS), and Communication for Behavioural Impact (COMBI), espoused by WHO.

Unit 2: Strategy Design: Once objectives are prioritised, the next step is to outline communication strategies. A strategy is a systematic series of actions that integrate available knowledge and combine various approaches and methodologies. These actions are selected on the basis of what is considered the overall approach – the grand vision of change – to achieve the communication objectives. It is premised on the expected sequence of change based on findings from the situation analysis, underlying theoretical premises, experiences and other decisions made along the process.

Unit 3: Intervention and Implementation: Successful implementation of a communication for development programme requires attention to several key issues throughout the process. It typically requires a combination of multiple skills—management, administration, budget and planning. According to the socio-ecological model (SEM), any given development/social issue needs to be analysed in a multi-dimensional context. Development challenges are affected by obstacles and opportunities at various levels: individual, community, social and systems/structural. As a reaction against a psychological model that assumes that obstacles and actions primarily lie at the level of the individual, the SEM stresses the importance of the social and political environment. SEM is not a theory in the sense that it does not provide explanations or predictions about what causes affect/explain specific problems or how they need to be addressed. Nor does SEM provide a series of action guidelines—what to do and how. Instead, it is an explanatory model that offers insights into levels that need to be considered to produce nuanced assessments of a given situation. This approach assumes that there is no single factor that determines behaviours, and that broad social change is needed to promote long-lasting transformations. These levels are not independent from each other, but rather, they are nestled in ways that they collectively affect a problem. So, any given problem – let’s say low enrolment of girls in primary schools or poor hand washing – is embedded in multiple factors that need to be carefully analysed.

Unit 4: Key steps leading to change: The identification of various objectives at multiple levels to initiate change leads to another set of decisions and questions: How should programme prioritise objectives? What levels should be addressed? How should various objectives be coordinated? The production of 'SMART objectives' offers different possibilities that need to be carefully weighed on the basis of several considerations. They indicate all kinds of possible actions to enter into the ecology/system of a given problem, with its many causes, obstacles and opportunities. If it is done correctly, the identification of objectives produces a long list. Programmes cannot do anything that one could identify as necessary to tackle a given problem and therefore, need to analyse conditions to make strategic decisions.

Unit 5: Communication and Marketing: Communication approaches refer to specific actions designed and implemented to achieve objectives. The selection of communication approaches needs to be based on the situation analysis and other information gathered during the strategy design phase. Too often, programmes are wedded to certain approach or believe that a certain approach has all the answers to address communication and other challenges. Strategic design demands understanding why and when certain approaches are suitable to achieve specific goals: getting people’s attention, promoting local dialogue, reminding people about certain ideas and beliefs; signalling behaviour and social change and others. What is needed is an open attitude that analyses appropriate approaches based on various contextual considerations including popular ways for local communities to exchange ideas (especially about the issue at stake), reach and trust, ease of access, ability to cut through 'noise' and other messages/ideas, and so on. The selection of specific approaches needs to be based on evidence collected previously based on assessment data and desk reviews. It can not be done on the basis of personal preferences, previous expertise or available resources. These are certainly factors that need to be considered yet, they cannot be the sole drivers of the selection process. This Unit is designed to provide students with an overview of communication approaches used in communication for development. In this unit, students will learn the basic principles underlying each approach, strengths, limitations, design and implementation.

Course outcome:

After this module, students should be able to demonstrate the following competencies:

- Knowledge of the basic steps of communication strategy planning
- Critical understanding of key questions in strategic planning
- Explain links among strategic steps
- Design and implement a C4D plan

Indicative Reading List:

- Gressel, Christie M, Tarek Rashed, Laura Aswati Maciuika, Srividya Sheshadri, Christopher Coley, Sreeram Kongeseri, and Rao R Bhavani. 2020. “Vulnerability Mapping: A Conceptual Framework towards a Context-Based Approach to Women’s Empowerment.” *World Development Perspectives* 20 (December): 100245. <https://doi.org/10.1016/j.wdp.2020.100245>.
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22SWK696

Concurrent Fieldwork - IV/Internship II

0 0 0 3

The specializations wise field work, continues in the fourth semester with the shifting of the agency in view of getting exposure in a different environment focus area. Understanding the policies and programmes of the agencies, the students shall work together with the agency, broaden their perspective on practice issues and render their help to the needy. Students can also be placed in open settings. Some students are linked to governmental programmes, meant for poor and vulnerable sections of the community, relating to various issues like health, disability, livelihood and so on.

22SWK697

Block Field Placement - June

0 0 0 1

The block field placement is the requirement for the final year students to complete the course. Under this mode, they will be placed in an organization continuously for 30 days, to acquire intensive training aiming at employment in a similar organization. A few students may get employment opportunity in the same organization on completion of the internship. It is organized after the end-semester examinations in June.

22SWK699

Research Project – Part 2

0 0 0 2

Each student has to complete the field project within the selected area with the supervisor who will offer continuous guidance to acquire the knowledge and application of research steps. The objective of Research Project II is to guide students towards a publication. The final evaluation and viva-voce will be held at the end of the fourth semester.

Assessment method:

I. Theory papers

Internal		External	Total
<i>Components Internal</i>	<i>Weightage</i>	Examination conducted for 100 Marks Weightage: 50%	Internal + External =100
First Periodical	15%		
Second Periodical	15%		
Continuous Evaluation*	20%		
Class Test*	5 marks		
Tutorial Session*	5 marks		
Seminar & Assignment*	10 marks		
Total*	20 marks		

II. Research

	Semester III	Semester IV
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Stages of Review	Protocol Presentation	I	II	III	Viva voce Exam
Weightage	20%	30 %	50%	60%	40%
Total Marks	20	30 (10 Mark – Presentation & 20 Mark-Final Review)	50 (10 Mark – Presentation & 20 Mark – tool construction & 20 Mark- Final Review)	60 [20 Marks - Regularity for Project Guidance 20 Marks- Data collection and Analysis 20 Marks - Submission and Publication of Paper (preparation of paper- 10 Marks, Upload of paper on time- 10 Marks)]	40 (External Evaluation by conduct of Viva Voce is for 40 Marks)
Components	<ul style="list-style-type: none"> • 3 relevant topics • Major objectives of the study • Relevance of the study • Review of Literature for each topic 	<ul style="list-style-type: none"> • Review of literature [25-30 nos] • Problem formulation (Statement of the Problem) • Research Gap & Research Questions • Aim [title] & 	<ul style="list-style-type: none"> • Introduction chapter • Research Methodology chapter • Research Design • Universe & sampling • Tools for data collection • Pre-testing • Sources of data • Reference period • Limitation of the study 	<ul style="list-style-type: none"> • Data collection (Completed) • Code Book preparation • Data Sheet Entry • Analysis chapter and interpretation • Chapter on Findings Suggestions and Conclusion • References 	

		Objectives <ul style="list-style-type: none"> • Theoretical Framework • Research Hypothesis • Operational definitions • Need for the study • Scope of the study • Pilot study 			
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III. Concurrent Fieldwork I, II, III & IV /Block Placement

Method of Internal and External Assessment

The student will be evaluated for the concurrent Field Work, Summer Internship, Winter Internship and Block Placement through a Viva Voce with both internal and external assessment for 80 and 20 marks respectively. The components used for the internal and external evaluation is as follows:

Internal

S.No.	Criteria	Marks
1	Working in the context of an agency	15
2	Social case work & Social group work	15
3	Community Organisation & Community Initiatives	15
4	Report Writing/ Submission Regularity	15

5	Use of Supervisory Process /Individual Conference	6
6	Development of Professional Self	14
Total Marks		80

External

S.No.	Criteria	Marks
1	Subject Knowledge	10
2	Presentation & Communication Skills	10
Total Marks		20

Elective : HUMAN RIGHTS (The Arizona University courses – Dual Degree)

HRTS 500 Advancing to Human Rights 3 0 0 3

Catalog Description

This course provides an overview of human rights practice and activism. The first part of the course will focus on the history of human rights with an emphasis on the growth of international organizations for advancing human rights. We will examine grassroots social movements and participatory approaches to human rights activism, including recent critiques of participatory human rights and development. The second part of the course focuses on critical skills needed to become more effective activists for advancing human rights. These include professional responsibility and ethics, interview skills and techniques, translating international norms into specific contexts, psychological issues such as trauma and memory, and various approaches to fieldwork.

Course Description

This is a required introductory course for both the MA and Grad Certificate in Human Rights Practice. Our focus will be on ways for moving human rights initiatives forward as well as practical methods for assessing, analyzing, and engaging human rights issues. Students should be generous in sharing their knowledge, research, and experiences with the class and should be receptive to the theories, methods, and knowledge of others including those presented in the readings and discussions. We are open to your ideas and input!

Course Technology

You will need to know how to work with the UA's classroom management system or portal – D2L (<https://d2l.arizona.edu>). Several helpful links are on the class D2L page, including tips on using D2L, netiquette, and tech support links. Also, please register on the GHRD web platform at <https://globalhumanrightsdirect.arizona.edu/>. If there are ANY problems or questions about these links, by all means contact me or Mette Brogden, the Program Manager for the Human Rights Practice program and we will work with you to sort these issues out.

Communicating with the Course Facilitator

I am available through my UA email and can be available on Zoom, WhatsApp, or Signal (but best to notify me by email that you desire to talk). Addresses are provided above. If several students want to meet at the same time about similar topics, I'll set up a videoconferencing room on Zoom and we can then move there and meet via audio or video.

Learning Outcomes

By the end of the semester, it is expected that students will, *inter alia*, be able to:

1. Discuss how human rights often advance through a combination of top-down and bottom-up actions.

2. Explain how activists have shaped the progressive development of international human rights law in several contexts.
3. Explain how human rights instruments can advance social justice for marginalized groups by being translated into local conditions.
4. Explain several major innovations in participatory development and grassroots human rights education
5. Critically assess local, national, and transnational social movements.
6. Apply a general set of norms and an ethos that is essential to human rights practice, especially when working with marginalized groups
7. Recognize inherent psychological issues, such as trauma, that are generally present in human rights fieldwork, and possess some strategies for addressing them.

Course Objectives

During this course students will:

1. Read important recent works about advancing human rights.
2. Read important works on how to become more effective and critical activists for advancing human rights.
3. Engage with external participants through guest videoconferences including major scholars and activists in the field.
4. Organize and lead discussions with virtual guest speakers.
5. Engage in discussions via D2L with their colleagues on video conference guest lectures and the course readings.

Course Requirements

Participation in the Class Discourse (70 Points): Students will be expected to regularly participate on the class discussion board which for most weeks will through VoiceThread on our class D2L page. Go to UA Tools in the top menu, and then choose VoiceThread. We will have seven (7) discussions and each of these will be worth ten (10) points, for a total of 70 points. A couple of these will likely be in the form of Problem-Based Learning assignments where students will work with the Instructor (and possibly community members) to address real-world problems. The grading for each VT will be based upon the rubric that is on D2L. For instance, in order to get the full 10 points during a week a student would contribute at least 5 or 6 substantive comments.

Group Projects (25 Points): This assignment aims to advance several interrelated human rights projects: the Human Rights Conversations textbook, a remembrance project for South Sudan, an empirical research project involving Rohingya refugees in Bangladesh, and a student-led academic research project. Details of each of these, including their current status, will be provided during the first week of the semester. Groups will be expected to work closely with the Instructor on these projects – as they are mostly “his” projects after all 😊 This should be an ongoing dialogue throughout the semester. The instructor will be walking you through these assignments and will be available for further explanation.

The *Human Rights Conversations* textbook is a joint project with 7 very distinguished human rights practitioners. You will have the opportunity to choose to work on chapters related to the current Global crisis, self-care and trauma, human rights mentors, and possibly on the Rohingya crisis.

Lead Class Discussion with Guest Speaker (5 Points): Teams of students will work with the Instructor to run our videoconference guest lectures. The students will take the lead on closely reading the material most related to the guest speaker(s) and soliciting questions from the other students through our weekly VoiceThreads. Teams might also be responsible for leading the discussion with our guest(s). Students will be responsible for following up afterwards with a thank you note and any follow-up questions from your colleagues. You should use these as opportunities for networking and follow up as appropriate.

Attendance and Participation: Students are expected to “attend” all class sessions – either live or via recorded video feed. This **MUST** be done in a timely fashion pursuant to the dates provided in the online D2L system. Students will have a window of time in which to watch and react to class sessions. It is imperative to follow the course and the discussions (along with the attendant assignments).

Workload Expectations

At the University of Arizona, in a semester-long course for **undergraduates**—one that lasts 15 weeks—students are expected to have at least 9 hours of workload each week. Since this is a 7.5 week course at the graduate level, students are expected to have a workload of approximately 20 to 24 hours each week. This is an online class with a mix of guest lectures, a few short video lectures by the instructor, readings, short assignments, and groupwork; all of which will vary each week. If you are putting in much more time than that, please contact the Instructor.

Attendance

Attendance, preparation, and participation from all students are crucial for the success of this course. The UA’s policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

All holidays or special events observed by organized religions will be honored for students who show affiliation with that religion. Absences pre-approved by the UA Dean of Students (or the Dean’s designee) will be honored (e.g. athletes, debate team, military absence, hospitalization, death in family).

Grades

See this link for university grade policies: <http://catalog.arizona.edu/policy/grades-and-grading-system>
Your grade will be determined as follows:

90 points and above	A
80-89	B
70-79	C
60-69	D
59 and Below	E

Reasonable Accommodations

The instructor will be happy to work with students who require reasonable accommodations for disabilities or other circumstances.

Accessibility and Accommodations: At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu>) to establish reasonable accommodations.

Other Course Policies

Appropriate Conduct

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/threatening-behavior-students>.

For more information on appropriate and inappropriate student conduct, see <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>
<http://policy.web.arizona.edu/disruptive-behavior-instructional>
<http://policy.web.arizona.edu/threatening-behavior-students>

Notification of Objectionable Materials

This course contains material that some students may find objectionable. If you believe material to be covered will be objectionable, you should consult with the Instructor as soon as possible to discuss potential alternative materials and assignments.

Confidentiality of Student Records

As required by law under the Family Educational Rights and Privacy Act of 1974 (FERPA), student records are confidential. This law and its applicability to your educational records may be accessed at: <http://www.registrar.arizona.edu/ferpa/default.htm>

Changes to the Syllabus

Information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WARNING!

Cheating and plagiarism will not be tolerated. Plagiarism includes not only the exact duplication of an author's words but also an unacknowledged close paraphrase. When in doubt give a citation. SPECIAL NOTE: Be sure not to plagiarize when preparing legal materials. Students

should be especially careful when cutting and pasting material from cases, briefs, and other sources. Use quotation marks and/or citations where appropriate.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

Required Readings

Required readings will be distributed / assigned as needed through D2L or can be found through the UA library (<http://new.library.arizona.edu>) or on the Internet.

Course Outline and Readings

NOTE: For weekly objectives, see the Class D2L page.

Rhythm of the Course

The general flow of the course will be as follows. I will post a PPT to VoiceThread on Sunday or Monday. It will include background information, a discussion of the required readings as well as your mission for the week. Over the next few days, you will do the readings and participate in the VoiceThread, including working on any problem-based assignments. Feel free to make comments or ask questions on any of the VT slides. You should also prep for the videoconference guest who will generally join us later in the week. You should be ready with very thoughtful, nuanced questions for the guest speaker. We then finish up the VoiceThread and come up with follow-up questions for the guest speaker. Then, we take a deep breath before the next week's work. Meanwhile, you should be making steady progress on your class projects throughout the semester.

NOTE: This class is designed to allow each student to explore topics of their own interest in relation to the weekly class material. Each week will be anchored by a guest speaker and one or two readings or films. Each student should focus on those during the week. But, there will also be a number of other issues and readings/films that students can explore as they see fit. Some of the material is designed to give a larger context or background to the main issues. Others are intended to widen the scope of your learning by looking at the issues in other contexts across time and space. Some material is designed to get you to think deeper about some specific aspects of the main issues. So, you do not need to read or view all of the material listed below in the Course Outline. Also, feel free to read or view additional material not listed below.

Week 1: Introduction to the Course, the Class Projects, and Human Rights in Global level

Aug 22-27

Readings: Kathryn Sikkink: "Evidence Indicates That We Should Be Hopeful—Not Hopeless—About Human Rights" <https://www.openglobalrights.org/evidence-indicates-that-we-should-be-hopeful-not-hopeless-about-human-rights/>
Andrew Anderson, "Hard Times, but Human Rights Defenders Are Resilient" (<https://www.openglobalrights.org/Hard-times-but-human-rights-defenders/>).
Dustin N. Sharp, "Prickles and Goo: Human Rights and Spirituality" (D2L)

Assigned: VoiceThread - Personal Introductions (0 Points)
VoiceThread - Introduction to the Course (0 Points)

Guest VT: Human Rights Today
Olena Tanchyk, Former Dean of the Faculty of Economics at Donetsk State University of Management in Mariupol, Ukraine

Week 2: The DRC, Colonization, and the History of Human Rights

Aug 28-Sep 3

Readings: “M23 militia’s artillery fire, backed by Rwanda, ratchets up tensions in endangered gorillas’ Congolese home” (Internet)
“Armed Group Atrocities Creating Havoc in Eastern DR Congo” (Internet)
Sharon Sliwinski, “The Childhood of Human Rights: The Kodak on the Congo”
Jason Stearns, *Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa* (Selections, Library)

Films: *Congo: White King, Red Rubber, Black Death*, dir. Peter Bate
Lumumba, dir. Raoul Peck
Virunga, dir. Orlando von Einsiedel (Netflix)
City of Joy, dir. Madeleine Gavin (Netflix) or
The Man Who Mends Women: The Wrath of Hippocrates, Dir. Thierry Michel (UA Library)

Guest: David Kasali (Recorded Videoconference)

TBD

Assigned: VoiceThread: Colonialism, the First/Second Congo War, etc. (10 Points)

Week 3: Progressive Development of Contemporary Human Rights Law, Strategic Litigation, Gender-Based Violence

Sep 4-10

Readings: Rhona K. Smith, *Textbook on International Human Rights*, Chapters 1-6 (D2L, Skim, almost solely for reference)
“Status of Ratification: Interactive Dashboard” (<http://indicators.ohchr.org/>)
Simmons, “Deconstruction, Concrete Universalisms, and Human Rights of the Other” in *Human Rights Law and the Marginalized Other* (D2L)
Katie Redford and Beth Stephens, “The Story of Doe v. UNOCAL: Justice Delayed But Not Denied” (D2L)

Possibly Some Material on Eritrea and Tigray

Report of the Special Rapporteur on the Situation of Human Rights in Eritrea (A/HRC/26/45) (<http://www.ohchr.org/EN/countries/AfricaRegion/Pages/ERIndex.aspx>)

Human Rights Concern – Eritrea, “Their Voice Is Ours... Their Suffering Too!” (Internet)

“Eritrea: 1st Periodic Report, 1999-2016” (ACHPR Website)

Various Shadow Reports on Eritrea (for CEDAW and ACHPR, Internet)

Latest News and Reports on Tigray

Video: Milena Kaneva (dir.) *Total Denial* (YouTube)

Guests: Gaye Sowe, IHRDA

Ka Hsaw Wa, Earthrights International (Recorded)

Assigned: Voice Thread: Strategic Litigation and GBV in Africa (10 Points)

Week 4: The White Savior Complex, Participatory Development, and Feminist Epistemology

Sep 11-17

Readings: Richa Nagar, *Muddying the Waters: Coauthoring Feminisms across Scholarship and Activism* (Selections, D2L)

Yohanna Abdou, et al. “Localizing International Human Rights Norms through Participatory Video with People Affected by Leprosy in Niger, Nigeria, and Mozambique”

Simmons, Handout: “Participation in Development and Human Rights Discourse: Panacea, Tyranny, Transformation” (D2L)

Valerie Miller and Maria Suarez Toro, “Resonance and the Butterfly Effect: Feminist Epistemology and Popular Education” (D2L)

Valerie Miller, “Rights-Based Approaches and Beyond: Challenges of Linking Rights and Participation” (Internet)

Jordan Flaherty, *No More Heroes* (Selections, D2L)

Teju Cole, “The White-Savior Industrial Complex” (Internet)

William Simmons, “Feminism, Ignorance, and Human Rights” (D2L)

Lucy Ferguson, “‘This is Our Gender Person’: The Messy Business of Working as a Gender Expert in International Development” (Library Database)

Wendy Harcourt, “Another Hotel Room, Another City, Another Training: Reflections on Co-Optation of Feminism by Development” (Internet)

Guests: Dr. Angelina Mattijo, NTLI, University of Juba
TBD from India

Assigned: Class VoiceThread including feminism and microfinance initiatives

Week 5: Joyful Human Rights, Perpetrators, Reconciliation, Resilience, PTSD,

Sep 18-24

Readings: William Paul Simmons, “Joyful Perpetrators,” “Joyful Activists,” and “Human Rights Winners” (D2L)

William Paul Simmons, “Making the Case for a More Joyful Approach to Human Rights” (Internet)

Clowns without Borders, “Joyful Human Rights: Interview with William Simmons,” <https://www.facebook.com/clownswithoutborders.usa/videos/328760264893004>

Audre Lorde, “Uses of the Erotic” (D2L)

Audre Lorde, “The Uses of Anger: Women Responding to Racism”

Simmons, et al. “Measuring Individual-Level Resilience and Post-Traumatic Growth in International Development: The Case of an Arts-Based Intervention among Rohingya Refugees in Bangladesh”

Brooke Elise Axtell, “What I Know of Silence” (D2L)

Brooke Elise Axtell, *Beautiful Justice: Reclaiming My Worth After Human Trafficking and Sexual Abuse* (Selections, D2L)

Films: *The Act of Killing*, Dir. Joshua Oppenheimer

Guest: Naomi Schafer, Clowns without Borders-USA

Assigned: VoiceThread and/or Letters Dear Brooke and Dear Naomi (10 Points)

Week 6: Climate Change, Resilience, and Feminism

Sep 25–Oct 1

Readings: ICCP – Sixth Assessment Report; <https://www.ipcc.ch/report/sixth-assessment-report-cycle/>
COP26 Website: <https://ukcop26.org/>

Simmons et al. “Measuring Resilience and Posttraumatic Growth at the Individual and Communal Levels in the Context of an Arts Intervention for Rohingya Refugees in Bangladesh
Robin Al-haddad, et al., Concept Note: “Their World: Experiencing Forced Migration through the Eyes of Rohingya Children” (D2L)

Guests: Rafiqul Montu, Independent Journalist

Assigned Panel Discussion on Climate Change and Human Rights (Recording)
 VT: Coastal Journalism Initiative

Week7: Srebrenica, Memory, and International Criminal Law and/or Decolonial Pedagogy and Critical Consciousness

Oct 2-8

Readings: Savo Heleta, *Not My Turn to Die: Memoirs of a Broken Childhood in Bosnia*
 Selected Cases of the ICTY (<https://www.icty.org/en/cases>)
 Subscribe to justwatch-l@listserv.buffalo.edu

Films: *Quo Vadis, Aida?*, Director: Jasmila Zbanic
 “Srebrenica - a Horrifying Confession” – 6 minute selection from *The Anatomy of Evil* by Ove Nyholm (https://www.youtube.com/watch?v=ri4u_IpCvXE)
Srebrenica Genocide: No Room For Denial
 (<https://www.youtube.com/watch?v=Sq77TySTst0>)
Romeo and Juliet in Sarajevo (Recommended), Director: John Zaritsky
 (<https://www.youtube.com/watch?v=jnQ1ITAVjhw>)

Guest: Savo Heleta, formerly of Nelson Mandela University

Assigned: VoiceThread on Bosnia and/or Decolonial Pedagogy Scale (D2L)

Week 8: Catch Up and Final Student Projects (30 Points) Oct 9-12

HRTS 501 Advancing Human Rights Organizations

Leonard Hammer	Email: lhammer@email.arizona.edu
Office Hours: by appointment - via email	

Catalog Description

This course focuses on the practical aspects of advancing human rights through civil society organizations (CSOs – often referred to as non-governmental organizations, NGOs) with a special emphasis on some of the dramatic transformations that human rights CSOs have undergone in the past couple of decades. The course will cover such critical issues as: management of resources, relationships with personnel and boards of directors, fundraising and financial management, accountability, navigating governmental corruption, and program evaluation.

Course Overview

Human rights CSOs have undergone dramatic transformations in the past couple of decades. CSOs are now routinely seen as crucial actors in a number of national and international forums, possessing needed expertise on specific issues and countries. CSOs also increasingly work directly with marginalized populations. In addition, CSOs often collaborate with other CSOs to bring legal cases and strategically unite into large coalitions to draw attention to a specific issue. CSOs also are held

more accountable to community stakeholders and donors. These transformations have led to changes in the way that CSOs must be managed, as well as the types of deliverables that they produce. They also have raised a host of ethical issues.

We will examine these changes through a series of questions that get to the heart of working in and with human rights CSOs. How do CSOs both advance and limit human rights? Can CSOs be made adaptable enough to create sustained change in human rights or are they inevitably caught up in organizational inertia? How can CSOs work with governments, even repressive ones, to create change? How can a CSO ethically “market” human rights abuses to communicate with a range of external stakeholders? What methods allow an organization to create broad coalitions and seek funding from external sources without losing sight of its key principles?

Human Rights CSOs vary greatly in size, goals, and functions and they evolve over time; so, students will closely examine a number of organizations throughout the semester. Since we expect a number of students will currently be managing or working in human rights CSOs, students will be able to offer insights from their experience and invite people from their work to participate in the course as external participants. We also will have videoconferences with a number of CSO leaders from around the globe.

Learning Outcomes

By the end of the course, students will be able to:

7. Explain how human rights have been advanced through the strategies and practices of human rights CSOs, and how these organizations have changed significantly in recent years,
8. Discuss major contextual factors currently facing human rights CSOs,
9. Give examples of many of the major ethical issues that confront human rights CSOs, especially those that arise when working with governments and marginalized communities,
10. Describe some of the leading critiques of CSOs in their efforts to advance human rights and suggest promising strategies of addressing these critiques
11. Identify the range of leadership and management skills needed to manage and even increase a CSO’s efficiency and effectiveness, including: strategic planning, procuring and managing funding for CSOs, working with Boards of Directors, and assuring accountability.
12. Deploy planning and analytical skills gained from reviewing a number of case studies of CSOs in future work with human rights CSOs.

Student standards can be found here:

<https://academicaffairs.arizona.edu/syllabus-policies>

Course Technology

You will need to know how to work with the UA’s classroom management system or portal – D2L (<https://d2l.arizona.edu>). Several helpful links are on the class D2L page, including tips on using D2L, netiquette, and tech support links. Also, please register on the GHRD web platform at www.globalhumanrightsdirect.com. If there are ANY problems or questions about these links, contact me or

Mette Brogden, the Program Manager for the Human Rights Practice program and we will work with you to sort these issues out.

Course Structure

Readings, Lectures and Discussions: Each week's content is available through D2L, which will provide access to the readings, lectures and opportunities for discussion. The lectures will also be recorded so that you may watch or review at will.

Assignments and Projects: – You will submit your completed assignments to the D2L through the Assignments section on the site.

Assignment numbers are noted for each week and are listed on the D2L site.

Communicating with the Course Facilitator

I am available through my UA email, Zoom, or Skype if you need to talk (but best to notify me that you desire to do so). If several students want to meet at the same time about similar topics, I'll set up a videoconferencing room on Zoom and we can then move there and meet via audio or video.

Initial and Ongoing Requirements:

1. STUDENTS ARE REQUIRED TO HAVE ACCESS TO D2L.
2. STUDENTS ARE REQUIRED TO REGISTER ON WWW.GLOBALHUMANRIGHTSDIRECT.COM
3. STUDENTS ARE EXPECTED TO CHECK THEIR UNIVERSITY OF ARIZONA EMAIL ACCOUNTS ALMOST EVERY DAY.

Student Outputs:

Assignments and Projects: – Submit your completed assignments to the D2L through the Assignments section on the site. Assignment numbers are noted for each week and are listed on the D2L site.

NOTE: Group assignment submissions allows for ONE group member to submit on behalf of the entire group!

When submitting required work for the course (such as in a discussion VT) please also submit the work (or make a statement that you submitted such work) within the relevant Assignment number in the D2L. Failure to do so will result in a loss of points so please do not forget.

As MA students, please remember to submit your work in a timely fashion as I desire you to receive full credit for the hard work you put in.

- Students are expected to: View lectures and other course inputs;
- Complete assigned readings;
- Participate in discussions/Voice Threads (VT);
- Attend guest lectures (when can) **AND** respond to said lectures through Voice Thread (VT) discussions (as explained below).

(20% of Course Grade)

We will use Voice Threads (**hereinafter: VT**) for introducing our interests and ourselves, for some of the assignments, and then following EACH guest lecture (as explained below).

How to participate in discussions: Students are expected to participate interactively in discussions with the guest lecturers **AND** with other fellow student groups.

A productive approach in becoming part of a discussion is to first appreciate what it is that the author or speaker is trying to accomplish with their work before taking a critical look at the material offered and:

- Suggest additional considerations,
- Ask questions of the arguments from your experience and perspectives, and/or
- Suggest how the material can be inserted into larger conversations/actions taking place in the world around the topic.

You should also feel free to ask questions if there are parts of the presentation/ commentary that you do not understand.

These course expectations will help you and others to learn and contribute to discussions constructively, a very important skill to develop in working on teams and coalitions to advance human rights. Skillfully done, your contributions to discussions support the person(s) presenting in their future work, and lay the groundwork for developing your network of supporters and colleagues. It takes practice to offer constructive feedback in a way that can be heard by the presenter and the rest of a team or coalition.

ASSIGNMENT PROJECTS

Introductory VT - so we can get to know one another, and start to create groups (of 2-3 students) – seeking out individuals with like-minded (or not like-minded!) interests. Title: Introductory VT (please SUBMIT within the VT I have created!).

PLEASE reach out to your fellow students to create a group after watching the VT submissions and – **IMPORTANT** - **NOTIFY ME that you have made a submission AND who is in your group WITHIN the D2L Assignment section** (Assignment 1).

Rubric: Getting to know one another and forming groups with people YOU would like to get to know even further! PLEASE do let me know who is in your group in the Assignments section of the D2L.

Guest lectures and attendance/VT – after every guest lecture, there will be a VT set up under the name of the guest lecturer where I expect you all to comment and raise 2 questions for the guest lecturer. These assignments are noted throughout the syllabus and you all ALSO must enter your submission into the D2L Assignments section (individually please).

Further, I will be **assigning** a different group each time to “attend” the guest lecture and serve as the thank you writer to the guest lecturer. Preferably, the entire group but at LEAST 1 member should attend for the

actual guest lecture. The group members also will communicate with the guest lecture by composing a proper thank you letter to the guest AFTER the group has collated student questions that have been entered onto the VT. The student questions are to be placed into a coherent whole (NOT cutting and pasting, but editing and making sense of the questions raised) and then providing student comments that were made.

Project I - GROUPS

Due at the ends of Week 2 (5%) and Week 6 (30%) (Dates provided in Assignment section of D2L) and the post-submission assessment of the OTHER Groups' works - Week 7 (15%)

Comparative Case Study. Groups of up to 3 students will complete comparative case studies of **TWO or THREE** different CSOs working in a given region or on similar issues. The idea is to use information from the course in examining and comparing the structure of different CSOs, and also incorporate some of the critiques regarding CSOs that we will be examining in the course. The project is a means to practically apply information you have learned as an avenue to then further apply these skills when you are in the “real” world.

The key is to think about how the CSOs that you chose to examine are structured and arranged (Week 2), as well as inject relevant issues or critiques (Week 6, and when engaging the other groups in Week 7) that you might see manifesting in the organizations under scrutiny.

While you might engage in an interview to acquire information about the organizations, you also can make contact by email and of course use the internet to determine aspects about the organizations under review. The comparative nature of this project allows you to look at a large versus small organization for example, compare two similar organizations, or choose vastly different organizations to determine how they operate, what differs for each and why, and also to highlight issues and aspects that merit improvement.

I expect you to emerge with a proper case study of the organizations, specifically providing a summary of the organizations under review, background about their creation and reason for emerging, - and in the second part - determining whether they were actually successful and why or why not, providing an overview of their management and framework as well as potential critiques, thinking about their means of subsistence and what can be improved, and also providing a critique of their operations with a view towards proposing avenues for improvement and potential growth areas. I expect a complete report - that can include prior work as well as new insights and critiques. As such, I am looking for an end project of 10-15 pages or a proper PowerPoint that walks the viewer through the analysis.

In the spirit and desire to engage one another, I will have groups share with each other their work with a view towards commenting on each other’s work, providing critiques and insights about the project that you are reading. This will be done through the VTs – watching the VTs of all the other groups and providing insights, critiques, and analyses!

Project II – INDIVIDUAL: Understanding Structure (10% of Course Grade)

Due end of Week 3 (Dates provided in Assignment section of D2L)

A. Go to <https://humanrightsconnected.org/search-activist-toolkit/>

and choose **TWO** different articles or films to address in your assignment paper.
ONE OF THEM MUST BE A TOOLKIT OR GUIDANCE PAMPHLET OFFERED ON THE WEBSITE.

OR

B. 1 : You can analyze the following toolkits: <https://www.newtactics.org/blog/new-online-tactical-mapping-tool-equips-human-rights-activists-take-strategic-action> **OR** <https://hreusa.org/projects/every-child-every-right/every-child-every-right/> **OR** <https://www.csolifeline.org/advocacy-toolkit>

PLUS:

B.2: one article or film from <https://humanrightsconnected.org/search-activist-toolkit/> **OR**

B.2.: one measured country from: <https://rightstracker.org/en>

OR

B.2.: an item from this NGO - <https://solidarity2020andbeyond.org/resources-publications-archive-new/>

Your assignment paper will critically assess the materials or information being offered in the toolkit or other form of article or film. The notion here is to have you start reading external materials and know how to sift through them to achieve information and critically assess what you are reading.

Consider the tools or skills being offered in the film or article that you chose, and assess how these might actually assist an organization, and (most importantly) why? Further, think carefully about what else is needed or not needed as the case may be, and what you can contribute as a result of what you have learned thus far in the course.

RUBRIC:

Your project should include a summary of the article or film, an overview of what the film or article is providing an organization, and a critique of what is potentially missing, is outdated or incorrect, or can be added, to better assist an organization.

I am looking for anywhere from 4-6 pages (in total) of overview and analysis.

Project III - GROUPS: Funding strategy (10% of Course Grade)

Due end of Week 4 (Dates provided in Assignment section of D2L)

Please use:

PIVOT <https://rgw.arizona.edu/development/funding-opportunities/search-databases-and-useful-funding-sources/cos-pivot>

and/or the

Foundations Directory Online Professional

<https://libguides.library.arizona.edu/az.php?a=f>

to identify at least TWO (2) sources for fundraising that are relevant and relate to each CSOs or NGOs that are the focus of **Project I**. to identify at least TWO (2) sources for fundraising that are relevant and relate to the CSOs or NGOs that are the focus of **Project I**. Indicate **HOW** you would approach the sources and **WHY** you think they would be interested in funding the CSOs or NGOs you are investigating. Please also think about the means for improving funding for the organizations under examination, and whether you can propose additional avenues for funding that would better serve the ends desired by the organizations under review. You **MAY** include certain aspects of the funding source into your final Project I submission in Week 7!

RUBRIC: In your project, you should identify the organizations that you intend to assist, their current source of funding and potential avenues for improvement. Then delineate the course of funding that you have identified within the databases, including what is needed to be done to achieve a successful application. It is important that you note how you would go about seeking further funding, including as well the different requirements from the funding sources you have identified. I will evaluate your work based on the clarity of your proposal that demonstrates an understanding of the targeted organizations, the targeted funding sources, and the means for using the available databases to acquire proper and relevant/applicable information. An output of 2-4 pages should suffice.

Project IV – INDIVIDUAL: Analysis Paper (10% of Course Grade)

Due at the end of Week 5 (Dates provided in Assignment section of D2L)

Go to:

<https://www.openglobalrights.org/funding-for-human-rights/>

AND/OR to:

<https://nonprofitaf.com/>

and choose **THREE** articles OR TWO articles and **ONE Video** (from open global rights) that capture you interest.

You are to critically assess the analysis offered by the authors in the articles you have chosen. What are they saying (their arguments) about funding for human rights, and how persuasive do you assess their arguments to be and why? How might their opinions or critiques differ in your region or as a result of your own experiences or observations? How might human rights funding be improved, if possible, and what insights can you offer in that regard?

The notion here is that you can adequately summarize an article or idea, capture the essence of the arguments or contentions being offered, and follow that up with your own form of analysis or critique, where possible. Using skills and information acquired in the course will further assist you in engaging in the analysis of the articles.

RUBRIC:

Your analysis should provide an overview of each article, including the key arguments that are being made. You should then offer an analytical critique of the article, focusing on why you feel that the arguments being offered might be incorrect, and propose a different form of analysis that potentially

results in a different conclusion or outcome to the one being offered by the author of the articles under examination.

I am looking for an overview of the articles as well as an analysis of the arguments being proposed. Providing your own critique and input is important here, and I will base the evaluation pursuant to the depth and quality of analysis that you offer.

Please devote 1-1.5 pages per article or video that is analyzed.

Grades

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Your grade will be determined as follows:

90 points and above	A
80-89	B
70-79	C
60-69	D
59 and Below	E

Grading Group Work:

Some of the project assignments will require students to work in groups. We grade group assignments by first giving a grade to the completed work of the group. Students will then be asked to complete a short survey form that outlines their contributions to the group's final product and evaluates each member of the group. We then examine the survey responses and look closely at the draft work of the group by looking at discussion boards, Google Docs, and any other material we have access to. From this perception of each student's contribution to the group, we decide whether to adjust the "group grade" up or down when awarding individual grades.

Weekly Course Activities and Responsibilities:

Each week will be comprised of the following components:

- Readings and a lecture that will focus and elaborate on the week's topic.
- A guest speaker or film will demonstrate additional points and real world applications of the week's topic. As noted above, we will have VTs established for each guest lecturer where you all can offer your thoughts (and queries) to be sent to the guest lecturer. A thank you note will then be compiled by 2-3 students to be sent directly to the guest lecturer for their response.
- Additional assignments or interim submissions toward completion of large projects due on a weekly basis, as noted in the syllabus.

The **COMPLETE** weekly schedule of Assignments is **listed in the D2L**

Further – the weekly schedule presented in this syllabus (below) also lists the Assignments that are required each week.

Attendance and Participation

Students are expected to “attend” all sessions – either live or via recorded video feed. This **MUST** be done in a timely fashion pursuant to the dates provided in the online D2L system. Students will have a window of time in which to watch and react to class sessions. It is imperative to follow the course and the discussions (along with the attendant assignments).

Reasonable Accommodations

The instructor will be happy to work with students who require reasonable accommodations for disabilities or other circumstances.

It is the University’s (and the Instructor’s) goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Workload Expectations

At the University of Arizona, in a semester-long course for **undergraduates**—one that lasts 15 weeks—students are expected to have at least 9 hours of workload each week. Since this is a 7.5 week course at the graduate level, students are expected to have approximately 20 to 24 hours of workload each week. This is an online class with a mix of guest lectures, a few video lectures by the instructor, readings, assignments, and group work, all of which will vary each week. Thus, you can expect your workload to average about 22 hours per week. If you find you are putting in more time than that, please consult the Instructor.

PART I: OVERVIEW OF CIVIL SOCIETY ORGANIZATIONS (CSOs)

Week 1: Introduction

Weekly Overview and Objectives:

This will serve as an introduction to the course and an inroad into understanding what exactly we are talking about when we reference human rights CSOs. What are CSOs and where did they come from? Why did they arise at this juncture of human history and what do they mean for human rights practice? What can CSOs actually “do” to further human rights and how might we begin to think about effective CSOs?

Objectives: Following this Introduction, the parameters of the course will be clearer, you will understand what to look for in your project work, and you will begin to form directions and focus on your project work for this course.

Further, you will have acquired the basic framework for understanding what we are examining in this course, especially the various organizations that exist and how they are designated. This will serve as the basis for moving forward in the course itself and for understanding follow-on discussions and analyses of human rights organizations.

Required Reading:

Mary Kaldor, Chapter 5 *The Idea of Global Civil Society* in *Human Security*, Polity Press, 2007

CSOs and NGOs, notes on terminology:

<http://www.cn.undp.org/content/dam/china/docs/Publications/UNDP-CH03%20Annexes.pdf>

Suggested Readings:

Aryeh Neier, *The International Human Rights Movement: A History* (Selections)

Dichter, T.W. Globalization and its Effects on NGOs: Efflorescence or a Blurring of Roles and Relevance? *Nonprofit and Voluntary Sector Quarterly* (supplement) 28

Azzam, Fateh. “Why Should We Have to “Represent” Anyone?”

Gaventa, J. 2003. Crossing the Great Divide: Building Links and Learning Between NGOs and Community-Based Organizations in the North and South. *The Earthscan Reader on NGO Management*, pp. 256 – 271

Spar, D.L. and L.T. La Mure. 2003. The Power of Activism: Assessing the Impact of NGOs on Global Business. *California Management Review*, 45(3), 78-102.

Fidler, David P. 2004 Fighting Axis of Illness: HIV/AIDS, Human Rights, Foreign Policy, *Harvard Human Rights Journal* 17: 99-136

Guest Speaker: Ram Bhandari, Committee for Social Justice, Nepal October 10 @ 6.30 PST

Weekly Assignments:

4. Enter your introduction and areas of interest into the week’s Voice Thread (VT) so that students can find like-minded students with whom they could partner to complete Project I.

Please note in the D2L Assignment section that you have submitted a VT.

D2L Assignment 1

5. Choose a partner(s) [Preferably THREE students/group] for **Project I** and submit your student names **AND** title of the project/CSOs to be examined.

D2L Assignment 2

6. Submit your thoughts to this week’s VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas?

Please note in the D2L Assignment section that you have submitted a VT.

D2L Assignment 3.

Week 2: The “Ecosystem” and Classification of CSOs

Weekly Overview and Objectives:

Human Rights CSOs may be international, regional, or small grassroots organizations. What is each positioned to do? What can an international CSO do that a small grassroots organization cannot (and vice versa)? What are the challenges for each? What are the opportunities? How do they work with or against other CSOs in an area?

Objectives: By the end of the lecture, you should have greater insight and understanding of the CSO map, as it were. You will be able to identify the different organizations that exist and discern the pluses and minuses for taking specific directions with different CSOs. Further, you will begin to understand that these distinctions have implications for a CSO depending on what they seek to accomplish and the best means for achieving their goals.

Required readings:

You can **EITHER**:

1. Choose TWO articles from the following link

<file:///Users/hammer/Downloads/Technology%20for%20Change.pdf> -

noted as

[Technology for Change in the Week 2 module as well \(in case link fails\)](#)

and consider/critique what is being asserted (do you agree? Why or why not? Do you have alternative ideas?)

OR

2. Read the following two articles and consider what each is saying about CSOs – are they really that different in their approaches?

RODRÍGUEZ-GARAVITO [TRUMP'S VICTORY COULD PUSH THE HUMAN RIGHTS MOVEMENT TO TRANSFORM](#) (2016)

STEPHEN HOPGOOD [IT BEGINS AND ENDS WITH POWER](#) (2013)

Suggested readings:

- Hewlett’s anti-poverty programs in the SF Bay area <https://hewlett.org/strategy/propelnext/>
- Evaluation 101 for Human Rights Organizations: How do we know if we are making a difference? <https://www.aaas.org/evaluation101>
- Uttam Uprety (*Shrinking*) *Civic Space in Nepal: Concerns Among Indigenous People’s Organizations* 47 Forum for Development Studies 243 (2020)
<file:///Users/hammer/Downloads/Shrinking%20Civic%20Space%20in%20Nepal%20Concerns%20Among%20Indigenous%20People%20s%20Organizations.pdf>

Guest Speaker: Judith Stephens, Intl. Justice Missions, Ghana Oct. 28 7:00 PST

Weekly Assignments

3. For **Project I**, please submit a summary overview of the organizations you intend to analyze, the person or people you intend to interview (if at all), and what you perceive to be the type or form of NGOs that you intend to examine.
D2L Assignment 4.
4. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas?
Please note in the D2L Assignment section that you have submitted a VT.
D2L Assignment 5.

PART II: STARTING AND SUSTAINING A CSO

Week 3: Planning, capacity building, governance, and management

Overview:

A stable CSO is built with a clear vision, effective structure, and stable long-term plans that incorporate the capacity to evolve in the face of changing information and contexts. Maintaining a solid visionary plan not only translates to more effective work and human rights protection, but also allows for better fundraising and clearer path to potential donors. Managing and governing a CSO involves upholding the focus and direction of the organization, building its capacity, and maintaining a viable and functioning infrastructure.

Objectives:

This week helps build our understanding of the range of leadership and management skills needed to manage and even increase a CSO's efficiency and effectiveness, including: strategic planning, operations, working with Boards of Directors, and assuring accountability.

Required Readings:

- Lewis, D. 2007. "Advocacy and Service Delivery: Managing the Main NGO Activities" in *The Management of Non-governmental Development Organizations, Second Edition*
- Berliner, Peter; Line Natascha Larsen; and Elena de Casas Soberon. 2012. Case study: promoting community resilience with local values: Greenland's Paamiut Asasara. Chapter 30 in Ungar, Michael (ed.). 2012. *The Social Ecology of Resilience: A Handbook of Theory and Practice*. New York: Springer Science and Business Media, pp. 387-397.

Suggested readings:

- Merry, Sally Engle. 2011. Measuring the world: Indicators, human rights, and global governance. *Current Anthropology* 52 (supplement 3): s83-s95.
- Kilby, Patrick. "Accountability for Empowerment: Dilemmas Facing Non-Governmental Organizations." *World Development*. Vol. 34, No. 6, 2006: 951-963.
- Mordaunt, Jill. "The Emperor's New Clothes: Why Boards and Managers Find Accountability Relationships Difficult." *Public Policy and Administration*. Vol. 21, No. 3, 2006: 120-134.
- Lewis, D. 2007. NGOs and the Management of Relationships in *The Management of Non-Governmental Development Organizations, Second Edition*,

- Edwards, M. (2002). “NGO Performance: What Breeds Success? New Evidence from South Asia” In M. Edwards and A. Fowler (Eds.), *The Earthscan Reader on NGO Management* London: Earthscan.

Guest speaker: Howard Ziegler, Vitamins Nov. 3 8.00 PST

Weekly Assignments:

1. Please complete **Project II. D2L Assignment 6.**

A. Go to <https://humanrightsconnected.org/search-activist-toolkit/>

and choose **TWO** different articles or films to address in your assignment paper.

ONE OF THEM MUST BE A TOOLKIT OR GUIDANCE PAMPHLET OFFERED ON THE WEBSITE.

OR

B. 1 : You can analyze the following toolkits: <https://www.newtactics.org/blog/new-online-tactical-mapping-tool-equips-human-rights-activists-take-strategic-action> **OR** <https://hreusa.org/projects/every-child-every-right/every-child-every-right/> **OR** <https://www.csolifeline.org/advocacy-toolkit>

PLUS:

B.2: one article or film from <https://humanrightsconnected.org/search-activist-toolkit/> **OR**

B.2.: one measured country from: <https://rightstracker.org/en>

Your assignment paper will critically assess the materials or information being offered in the toolkit or other form of article or film. The notion here is to have you start reading external materials and know how to sift through them to achieve information and critically assess what you are reading.

Consider the tools or skills being offered in the film or article that you chose, and assess how these might actually assist an organization, and (most importantly) why? Further, think carefully about what else is needed or not needed as the case may be, and what you can contribute as a result of what you have learned thus far in the course.

RUBRIC:

Your project should include a summary of the article or film, an overview of what the film or article is providing an organization, and a critique of what is potentially missing, is outdated or incorrect, or can be added, to better assist an organization.

I am looking for anywhere from 4-6 pages (in total) of overview and analysis.

2. Submit your thoughts to this week’s VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas?

Please note in the D2L Assignment section that you have submitted a VT. **D2L Assignment 7.**

Week 4 : Funding and business models

Overview:

We will examine funding avenues, management skills to utilize funds effectively, and the importance of enduring for adequate fund management to best achieve the goals of the organization.

Objectives:

The goal here is to be able to access funds and utilize them correctly. You will acquire such skills at the end of the lecture, especially after working on the assignment to identify funding sources relevant to your cause or goals.

Required Readings:

UA – PIVOT and the UA Foundation Directory Online Professional

Please use:

PIVOT <https://rgw.arizona.edu/development/funding-opportunities/search-databases-and-useful-funding-sources/cos-pivot>

and/or the

Foundations Directory Online Professional

<https://libguides.library.arizona.edu/az.php?a=f>

Surf over to these sites and become familiar/comfortable in using them

Lawrence, S., and C. Dobson (2013) Advancing Human Rights: The State of Global Foundation Grant making, International Human Rights Funders Group

AWID “Watering the Leaves, Starving the Roots” Available at:
<http://www.awid.org/Library/WTL-Full-Report-Final>

Suggested Reading:

Stanford Review: 10 business models for NGOs

“Money – Budgeting, Accounting, Fundraising” from How to Build a Good Small NGO: in 6 Modules

“Building Sustainability” from How to Build a Good Small NGO: in 6 Modules

WORTH CHECKING OUT: <https://www.globalgiving.org/accelerator/>

Guest Speaker: Online tutorial on fundraising from Elizabeth Stahmer of the UA – Please go to the Content Section of the D2L/ Week 4 and watch the explanatory video.

Weekly Assignments:

Please complete **Project III. D2L Assignment 8.**

Please use:

PIVOT <https://rgw.arizona.edu/development/funding-opportunities/search-databases-and-useful-funding-sources/cos-pivot>

and/or the

Foundations Directory Online Professional

<https://libguides.library.arizona.edu/az.php?a=f>

to identify at least TWO (2) sources for fundraising that are relevant and relate to the CSOs or NGOs that are the focus of **Project I**.

Indicate **HOW** you would approach the sources and **WHY** you think they would be interested in funding the CSOs or NGOs you are investigating. Please also think about the means for improving funding for the organizations under examination, and whether you can propose additional avenues for funding that would better serve the ends desired by the organizations under review.

You **MAY** include certain aspects of the funding source into your final Project I submission in Week 7!

RUBRIC: In your project, you should identify the organizations that you intend to assist, their current source of funding and potential avenues for improvement. Then delineate the course of funding that you have identified within the databases, including what is needed to be done to achieve a successful application. It is important that you note how you would go about seeking further funding, including as well the different requirements from the funding sources you have identified. I will evaluate your work based on the clarity of your proposal that demonstrates an understanding of the targeted organizations, the targeted funding sources, and the means for using the available databases to acquire proper and relevant/applicable information. An output of 2-4 pages should suffice.

PART III Critiques and Challenges to CSOs

Week 5 : Power, Ethics and Corruption.

Weekly Overview and Objectives:

Maintaining integrity involves not just internal financial responsibility but also acting in an ethical manner pursuant to pre determined standards (of some sort!) as well as knowing how to deal with corruption. Sadly, corruption is rife in almost all governmental channels throughout the world, both in domestic and within international organizations. How might one deal with corruption when conducting activities with or before governmental authorities or other organizations with internal problems or corrupted infrastructure? How might one maintain ethical standards in a manner that does not compromise the organizations focus and goals?

Objectives:

You will acquire insight and understanding of the issues involved with corruption and the importance (and internal and external benefits) in maintaining ethical standards within an organization. Further, it is imperative that you achieve an understanding of how to approach corruption and adequately address it as a viable human rights organization.

Required Readings:

- Report (2019) on fighting corruption in Kenya: file:///Users/hammer/Downloads/sr_456-conflict_prevention_in_kenya_combating_corruption_through_nonviolent_action-sr.pdf

- OHCHR, "Opening statement by Navi Pillay (High Commissioner for Human Rights), Panel on "The Negative Impact of Corruption on Human Rights" (Mar. 13, 2013)

Suggested Readings:

- Vogler, Pia. "Into the Jungle of Bureaucracy: Negotiating Access to Camps at the Thai-Burma Border" *Refugee Survey Quarterly* 26 (3): 51-60, 2007.
- O'Carroll, Lisa. "Sierra Leone Investigates Alleged Misuse of Emergency Ebola Funds," *The Guardian* (Feb. 17, 2015), <http://www.theguardian.com/world/2015/feb/17/sierra-leoneinvestigates-alleged-misuse-of-emergency-ebola-funds>.

Guest Speaker: Edris Arib of Transparency International (Kabul) November 18 AM

Weekly Assignments:

1. Please complete **Project IV. D2L Assignment 9.**

Go to:

<https://www.openglobalrights.org/funding-for-human-rights/>

AND/OR to:

<https://nonprofitaf.com/>

and choose **THREE** articles OR **TWO** articles and **ONE Video** (from open global rights) that capture you interest.

You are to critically assess the analysis offered by the authors in the articles you have chosen. What are they saying (their arguments) about funding for human rights, and how persuasive do you assess their arguments to be and why? How might their opinions or critiques differ in your region or as a result of your own experiences or observations? How might human rights funding be improved, if possible, and what insights can you offer in that regard? The notion here is that you can adequately summarize an article or idea, capture the essence of the arguments or contentions being offered, and follow that up with your own form of analysis or critique, where possible. Using skills and information acquired in the course will further assist you in engaging in the analysis of the articles.

Please devote 1-1.5 pages per article or video that is analyzed.

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas? Please note in the D2L Assignment section that you have submitted a VT. **D2L Assignment 10.**

Week 6 : Critiques and Backlash against CSOs

Overview:

CSOs have engaged in activities to move human rights forward and have realized significant accomplishments, but like any organization or collective, they are beset by issues and problems that are important to recognize. Indeed, when considering work in this area, it is essential to be aware of what is happening within and around an organization to create a better and more effective vision and framework of operation. We will consider the differences and similarities between an UN-run office (an IGO) and CSOs that you know, with the help of our

guest speakers for this week.. How might these affect the development and protection of human rights? How do these differences affect the overall operation of the organization?

Objectives:

This week will help you to start thinking critically about CSOs. You should be able to identify the central problems as well as be alert to potential issues within a CSO as you begin to read about an organization and its goals.

Required Readings:

Srinivas, Nidhi. "Against NGOs? A Critical Perspective on Nongovernmental Action." *Nonprofit and Voluntary Sector Quarterly*. Vol. 38, No. 4, 2009, 614-626.

Chahim, Dean and Aseem Prakash, "NGOization, Foreign Funding, and the Nicaraguan Civil Society" *Voluntas*, 2013.

Recent report (2019) on transparency and accountability:

https://www.usip.org/sites/default/files/2019-09/pw_151-donor_assistance_in_the_transparency_and_accountability_movement-pw.pdf

Recommended Readings:

Jenkins, Garry W. "Nongovernmental Organizations and the Forces Against Them: Lessons on the Anti-NGO Movement" *Brooklyn Journal of International Law*, 2013.

Podcast on NGO controls in India:

<https://www.thehindu.com/podcast/in-focus-fcra-amendment-bill-why-are-ngos-upset-the-hindu-in-focus-podcast/article32671303.ece>

"The Right's Hostility to NGOs Glimpsed in Amnesty Flap" (June 6, 2005)

Guest speaker: Compoare , Burkino Faso November 23 AM

Weekly Assignments:

1. Please create a VT with the title of your Group (Group number and members therein) and present the organizations under examination and what you have found. This is a completion of **Project I** that is to be done by incorporating some of the relevant critiques we discussed in the past two lectures that you might see manifesting in the organization(s) under scrutiny. I expect you to emerge with a proper case study of the organizations, specifically providing a summary of the organizations under review, background about their creation and reason for emerging, - and in the second part - determining whether they were actually successful and why or why not, providing an overview of their management and framework as well as potential critiques, thinking about their means of subsistence and what can be improved, and also providing a critique of their operations with a view towards proposing avenues for improvement and potential growth areas.

RUBRIC:

Your group will emerge with a viable project report, with an understanding that you are completing a potential report for the organizations to learn from and develop. The project demands a critical look at the organizations and I envision that important and relevant issues will be raised that not only critiques the organizations, but also provides means of support or assistance as well. These latter aspects will serve as a strong basis for our evaluation of the project, along with the demonstrated knowledge you have of the organizations pursuant to your research.

I expect a complete report - that can include prior work as well as new insights and critiques. As such, I am looking for an end project of 10-15 pages or a proper PowerPoint that walks the viewer through the analysis.

Please upload the VT and also note you have done so in the D2L. **D2L Assignment 11.**

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas? Please note in the D2L Assignment section that you have submitted a VT. **D2L Assignment 12.**

Week 7: Student Driven Materials

In the spirit and desire to engage one another, I will have groups share with each other their work with a view towards commenting on each other's work, providing critiques and insights about the project that you are reading. This will be done through the VTs – watching the VTs of all the other groups and providing insights, critiques, and analyses!

Objectives: The purpose of this last group work is to reconfigure our thoughts and information that you gleaned from the course and provide you with a context. We will be using your final projects as a springboard for discernment and clarification, with a view towards refining the information you have acquired.

Guest speaker: Venkatesh Nayak RDI, India TBD

Weekly Assignments:

Please analyze all the other groups' projects by watching their VTs and providing an overall assessment of the group's work that you have read – this can be advice, different approaches, critiques, or further analysis. You should do this DIRECTLY in the VT but **note your group number and members** and **also provide a copy of the assessments in the D2L.** Specifically, what did you learn from the project? What advice or ideas can you contribute to strengthen the viability and practical application of the work in question? What can be added (or taken away) from the project and what additional avenues might be taken when moving forward?

An assessment of 2-3 paragraphs per group should do it!

D2L Assignment 13 – NOTE – this is 15% of your grade.

IN RESERVE: D2L Assignment 14 – Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding how organizations operate and move forward their agendas? Please note in the D2L Assignment section that you have submitted a VT. **D2L Assignment 14.**

HRTS 510 Advancing International Human Rights Law

Leonard Hammer

Fully Online (7.5 week course)

Description of Course

This course will provide students with an understanding of human rights law and the means for human rights enforcement as found in international, regional, and national processes. Featuring human rights lawyers and practitioners as guest speakers, the student will acquire the necessary tools for promoting legislative changes, engaging executive actors, and bringing challenges before a range of international bodies.

Instructor Contact Information

Office Hours – upon request. I am available through my UA email or Zoom/Skype if you need to talk (but best to notify me that you desire to do so). If several students want to meet at the same time about similar topics, I'll set up a videoconferencing room on Zoom and we can then move there and meet via audio or video.

Course Technology

You will need to know how to work with the UA's classroom management system or portal – D2L (<https://d2l.arizona.edu>). Several helpful links are on the class D2L page, including tips on using D2L, netiquette, and tech support links. Also, please register on the GHRD web platform at www.globalhumanrightsdirect.com. If there are ANY problems or questions about these links, contact me or Mette Brogden, the Program Manager for the Human Rights Practice program and we will work with you to sort these issues out.

Learning Outcomes

On completion of the course, students will be able to:

1. Discuss general principles, sources and structures of international human rights law;
2. Describe the role of the United Nations, regional systems, states, and private actors, in the context of international human rights law;
3. Locate, evaluate, and synthesize primary and secondary sources in human rights law;
4. Compare and evaluate the mechanisms, procedures and systems for human rights monitoring and enforcement;
5. Critically assess human rights issues and identify avenues of redress; and
6. Improve research and advocacy skills.

Course Activities

During this course students will:

1. Become familiar with the founding documents and major institutions of human rights law.
2. Participate in, view and discuss videoconference lectures from major figures in human rights law.
3. Complete short assignments such as searching for relevant human rights resources and engaging in an issue spotting exercise.
4. Participate in discussions on critical issues in human rights law with colleagues.
5. Write papers that outline current human rights problems and present advocacy strategies for effective redress.
6. Dialogue with colleagues through Voice Thread posts.

Course Structure

Readings, Lectures and Discussions: Each week's content is available through D2L, which will provide access to the readings, lectures and opportunities for discussion. The lectures will also be recorded so that you may watch or review at will.

Assignments and Projects: – Submit your completed assignments to the D2L through the Assignments section on the site. Assignment numbers are noted for each week and are listed on the D2L site.

NOTE: Group assignment submissions allows for ONE group member to submit on behalf of the entire group!

When submitting required work for the course (such as in a discussion VT) please also submit the work (or make a statement that you submitted such work) within the relevant Assignment number in the D2L. Failure to do so will result in a loss of points so please do not forget.

As MA students, please remember to submit your work in a timely fashion as I desire you to receive full credit for the hard work you put in.

Students are expected to:

- View lectures and other course inputs;
- Complete assigned readings;
- Participate in discussions/Voice Threads (VT);
- Attend live guest lectures (when can) **AND** respond to said lectures through Voice Thread (VT) discussions (as explained below).

We will use Voice Threads (**hereinafter: VT**) for introducing our interests and ourselves, for some of the assignments, and then following EACH guest lecture.

NOTE that the idea of the VT following the guest lectures is to allow us all to discuss thoughts and reactions (both from the lecture as well as the guest lecturer) and shape relevant/valid questions for each guest lecture. I expect you all to emerge with at least 2 relevant questions that can be used as a follow-up to our guests (when commenting in the VT). The thank you note writers will collate the questions for us and send them to the guest lecturer (**all as explained below**).

How to participate in discussions: Students are expected to participate interactively in discussions with the guest lecturers **AND** with other fellow student groups.

A productive approach in becoming part of a discussion is to first appreciate what it is that the author or speaker is trying to accomplish with their work before taking a critical look at the material offered and:

- Suggest additional considerations,
- Ask questions of the arguments from your experience and perspectives, and/or
- Suggest how the material can be inserted into larger conversations/actions taking place in the world around the topic.

You should also feel free to ask questions if there are parts of the presentation/ commentary that you do not understand.

These course expectations will help you and others to learn and advance a topic/practice/”case” through contributing to discussions constructively, a very important skill to develop in working on teams and coalitions to advance human rights. Skillfully done, your contributions to discussions support the person(s) presenting in their future work, and lay the groundwork for developing your network of supporters and colleagues. It takes practice to offer constructive feedback in a way that can be heard by the presenter and the rest of a team or coalition.

ASSIGNMENTS:

There are a number of “sets“ of assignments in this course. They are also noted throughout the syllabus.

IMPORTANT – for **ALL** assignments – you **MUST** also **NOTE** that you (for individual work) or your group has made a VT submission so that you can receive a grade/marks for your work.

If there is **NO** submission by you or by a group member to the Assignments section for each VT submission (it need only be one member for group work), I cannot enter a grade for the group work(!).

The Assignment breakdown is roughly as follows:

1. Introductory VT - so we can get to know one another, and start to create groups (of 2-3 students) – seeking out individuals with like-minded (or not like-minded!) interests. Title: Introductory VT (please SUBMIT within the VT I have created!).

PLEASE reach out to your fellow students to create a group after watching the VT submissions and **NOTIFY ME that you have made a submission AND who is in your group WITHIN the D2L Assignment section.**

Rubric: Getting to know one another and forming groups with people YOU would like to get to know even further! PLEASE do let me know who is in your group in the Assignments section of the D2L.

2. Guest lectures and attendance/VT – after every guest lecture, there will be a VT set up under the name of the guest lecturer where I expect you all to comment and raise 2 questions for the guest lecturer. These assignments are noted throughout the syllabus and you all ALSO must enter your submission into the D2L Assignments section (individually please).

Further, I will be **assigning** a different group each time to “attend” the guest lecture and serve as the thank you writer to the guest lecturer. Preferably, the entire group but at LEAST 1 member should attend for the actual guest lecture. The group members also will communicate with the guest lecture by composing a proper thank you letter to the guest AFTER the group has collated student questions that have been entered onto the VT. The student questions are to be placed into a coherent whole (NOT cutting and pasting, but editing and making sense of the questions raised) and then providing student comments that were made.

Group work:

3. a. The first group assignment will be creating a summary VT of around 10 minutes (+, -) that will explain a particular international or regional body to the rest of the students. I WILL ASSIGN EACH GROUP WITH A DIFFERENT TOPIC TO BE ANALYZED. The idea here is that your group will “explain” the role of a particular body in a manner that assists the rest of us to understand your assigned topic. Please LABEL your VT with the TOPIC you are examining and your group names and afterward enter the submission into the Assignments section of the D2L.

Potential topics include: the UN High Commissioner for Human Rights (scope and utility of work); Universal Periodic Review (include a summation of one UPR); the HRC under the ICCPR (include a summation of one general comment and one decision); CESC under the ICESCR (include a summation of one general comment and one decision); CAT under the Convention Against Torture (include a summation of a decision); CERD under CERD (include a summation of a decision); the ECHR court (include a summation of one decision); The African Commission on Human Rights (include a summation of one decision); ECOWAS (include a summation of one decision); the UN Human Rights Council (include an analysis of a resolution); National Human Rights Commissions (at least 2 states and include scope of their work);

Rubric: The idea here is to explain your assigned topic providing an overview of what the institution actually “does”/its functions, the pluses and minuses (or successes and failures if you prefer) of the institution being examined, and insights into how the particular body might advance human rights law.

3. b. Following your VT submissions, each group is expected to view and raise a question to **EACH OTHER** group (within the VT that has been uploaded). As these queries are raised, each group is to place a response to the queries on the VT as well.

RUBRIC: When observing other presentations – think about the effectiveness of the institutions under examination for actually upholding human rights law (and yes – you CAN compare it to the work that you have done if that assists you to create a question or answer!). Please raise questions and of course, try to answer the questions being raised by the other groups (within reason – I am NOT expecting you all to become world experts,...yet!).

4. The next group project is to choose a human rights issue of interest, and contemplate how best to raise this issue as a legal challenge or as an avenue for legal enforcement and why – using one of the bodies or organizations that were analyzed in the VT by your fellow students. I expect you to choose a body or organization that is **DIFFERENT** than the one your group analyzed. Please LABEL your VT with the issue you are raising and the names within your group.

RUBRIC: The VT should range from 5-10 minutes, explaining the issue, why you chose a particular avenue for enforcement, and the expected outcome. The idea here is to allow you all to begin to contemplate the various ways in which particular issues that might be important to you or of interest can actually be raised and protected as “law” within international and regional (or national, if relevant) fora.

5. a. The final group project will be to take one of the specific topics that we will be examining at the end of this semester (there are three choices – torture/ corporate social responsibility/ or humanitarian law and human rights) find an organization working on the particular issue that interests you, consider how and whether the organization is engaging human rights law (if at all!), and analyze their approaches and methods of the organization. Please upload a VT with your analysis, using the name of the topic being analyzed, and the name of people within your group. You also must make an entry to the Assignments section of the D2L.

RUBRIC: HOW is the organization under examination using the law for the specific topic you have chosen, and what can you suggest as alternative or better approaches (if at all). Do you consent to their approach? Why/why not? In addition, please delineate why you have come to that conclusion.

5. b. Each group is expected to view and raise a question to **EACH OTHER** group (within the VT that has been uploaded) regarding their analysis of the topic and organization that was chosen. As these queries are raised, each group is to place a response to the queries on the VT as well.

RUBRIC: When observing other presentations – think about the difficulties inherent in human rights law enforcement and methods being suggested by your colleagues along with their critique. Do you agree? Are there other effective avenues? Is the organization under examination effective? And, as before, you CAN compare it to the work that you have done if that assists you to create a question. Please also try to answer

the questions being raised by the other groups (within reason – I am NOT expecting you all to become world experts,...yet!).

The **COMPLETE** weekly schedule of Assignments is **listed in the syllabus AND the Assignments section of the D2L**

Student standards can be found here:

<https://academicaffairs.arizona.edu/syllabus-policies>

Students are expected to “attend” all sessions – either live or via recorded video feed. This MUST be done in a timely fashion pursuant to the dates provided in the online D2L system. Students will have a window of time in which to watch and react to class sessions. It is imperative to follow the course and the discussions along with the assignments.

Required Readings

Book chapters, law review articles, and cases as posted on D2L and available on the internet (links provided).

Grading Scale and Policies

Grading scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or below	E

Grading Group Work:

Some of the project assignments will require students to work in groups. We grade group assignments by first giving a grade to the completed work of the group. Students will then be asked to complete a short survey form that outlines their contributions to the group’s final product and evaluates each member of the group. We then examine the survey responses and look closely at the draft work of the group by looking at discussion boards, Google Docs, and any other material we have access to. From this perception of each student’s contribution to the group, we decide whether to adjust the “group grade” up or down when awarding individual grades.

Workload Expectations

At the University of Arizona, in a semester-long course—one that lasts 15 weeks— students are expected to have at least 9 hours of workload each week. Since this is a 7.5 week course, students are expected to have at least 18 hours of workload each week. This is an online class with a mix of guest lectures, a few lectures by the instructor, readings, assignments, and group work; all of which will vary each week. Thus, expect a workload average of about 22 hours per week.

Reasonable Accommodations

The instructor will be happy to work with students who require reasonable accommodations for disabilities or other circumstances.

It is the University's (and the Instructor's) goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

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Week 1: Introduction

Weekly Objectives: Introduction and overview to the course, going over responsibilities and structure, and touching on some introductory concepts.

Readings:

What Are Human Rights Good For? [MARK GOODALE 2018](https://bostonreview.net/global-justice/mark-goodale-what-are-human-rights-good)
[HTTP://BOSTONREVIEW.NET/GLOBAL-JUSTICE/MARK-GOODALE-WHAT-ARE-HUMAN-RIGHTS-GOOD](https://bostonreview.net/global-justice/mark-goodale-what-are-human-rights-good)

Regilme, Salvador Santino F, Jr. "The Global Politics of Human Rights: From Human Rights to Human Dignity?." *International Political Science Review* (2018)
<https://www.researchgate.net/publication/325304109> [The global politics of human rights From human rights to human dignity](https://www.researchgate.net/publication/325304109)

Assignment 1: Introductory VT - introduce yourself, some background and interests, and why you have chosen to take the MA - so we can get to know one another, and start to create groups (of 3 students), seeking out individuals with like-minded (or not like-minded!) interests.

Title: Introductory VT (please SUBMIT your information within the VT that I have created!).

Please reach out to your fellow students to create a group after watching the VT submissions and NOTIFY ME that you have made a submission AND who is in your group WITHIN the D2L Assignment section. Assignment 1 due by January 17 (2 points).

Rubric: Getting to know one another and forming groups with people YOU would like to get to know even further! PLEASE do let me know who is in your group in the Assignments section of the D2L.

Weeks Two and Three: The United Nations and International Human Rights Treaties

Weekly Objectives: This week we will begin to examine the international system and the manner in which human rights law can be upheld internationally.

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Readings:

Emilie M. Hafner-Burton and Kiyoteru Tsutsui, *Justice Lost! The Failure of International Human Rights Law To Matter Where Needed Most*

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2701376

With New Members, the UN Human Rights Council Goes from Bad to Worse
 November 19, 2018 Robert Herman, *Senior Adviser for Policy* Michael Gallagher, *Program Associate* <https://freedomhouse.org/blog/new-members-un-human-rights-council-goes-bad-worse>

US leaving UN Human Rights Council -- 'a cesspool of political bias' [Laura Koran](https://www.cnn.com/2018/06/19/politics/haley-pompeo-human-rights-bias/index.html), CNN June 20, 2018 <https://www.cnn.com/2018/06/19/politics/haley-pompeo-human-rights-bias/index.html>

Suggested Reading:

Rhona K.M. Smith, *International Human Rights Law* (Oxford Univ. Press 2018, 8th) Chapters 3-5 (pp. 27-82): The United Nations; International Bill of Human Rights; The United Nations – Organizational Structure

UPR-info main webpage “Q&A on the modalities of the UPR process”:

<https://www.upr-info.org/en/upr-process/what-is-it>

And note:

<http://opiniojuris.org/2020/06/24/the-universal-periodic-review-upr-and-its-role-in-enhancing-the-work-of-the-un-treaty-body-system/>

Read the main page and browse the following websites: UN human rights bodies:

<http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx> UN treaty bodies:
<http://tbinternet.ohchr.org/SitePages/Home.aspx>

UN systems: http://www.un.org/en/aboutun/structure/pdfs/UN%20System%20Chart_ENG_FINAL_MARCH13_2017.pdf

Watch OHCHR, The Human Rights Treaty Body System (39min):
<https://www.youtube.com/watch?v=JP0fB-X0l8>

Guest Speaker: GL1 - January 24 - Kathryn Bomberger, ICMP @ 9.00

Assignment 2: First group assignment - create a summary VT of around 10 minutes (+, -) that will explain a particular international or regional body to the rest of the students. I WILL ASSIGN EACH GROUP WITH A DIFFERENT TOPIC TO BE ANALYZED. The idea

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here is that your group will “explain” the role of a particular body in a manner that assists the rest of us to understand your assigned topic. Please LABEL your VT with the TOPIC you are examining and your group names and afterward enter the submission into the Assignments section of the D2L. **Assignment 2 due by January 30** (15 points)

Rubric: The idea here is to engage in a modicum of research that summates the assigned body or organization that relates to human rights law. Think of how best to get across your ideas to your fellow student, and how to explain your assigned topic providing an overview of what the institution actually “does”/its functions, the pluses and minuses (or successes and failures if you prefer) of the institution being examined, and insights into how the particular body might advance human rights law.

Assignment 3 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 3 due by January 30** (3 points)

WEEK 4: Regional Systems

Weekly Objectives: This week we will begin to examine regional systems and the manner in which human rights law can be upheld regionally.

Reading:

Competition and Complementarity between Global and Regional Human Rights Institutions

Erik Voeten February 2017 <https://onlinelibrary.wiley.com/doi/full/10.1111/1758-5899.12395>

Chapter 4 (pages 100-140) AN IMMANENT CRITIQUE OF THE AFRICAN HUMAN RIGHTS SYSTEM: THEORY, PRACTICE, AND REFORMS By ALLWELL RAPHAEL UWAZURUIKE (2017)

<http://clok.uclan.ac.uk/20487/1/20487%20Uwazurike%20Allwell%20Final%20e-Thesis%20%28Master%20Copy%29.pdf>

Suggested Reading:

Caroline Bettinger-López, *The Inter-American Human Rights System: A Primer*, 42 CLEARINGHOUSE REV. 581-595 (2009).

Elsa Stamatopoulou, "Monitoring cultural human rights: The claims of culture on human rights and the response of cultural rights." *Human rights quarterly* 34, no. 4 (2012): 1170-1192.

Guest Speaker: GL2 - February 1 - Nawras Layous, CARITAS @ 7.00

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Assignment 4 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 4 due by February 6** (3 points)

Assignment 5 - Each group is expected to view and raise a question to **EACH OTHER** group (within the VT that has been uploaded for Assignment 2). As these queries are raised, each group is to place a response to the queries on the VT as well. **Assignment 5 is due February 6** (20 points)

RUBRIC: When observing other presentations – think about the effectiveness of the institutions under examination for actually upholding human rights law (and yes – you CAN compare it to the work that you have done if that assists you to create a question or answer!). Please raise questions and of course, try to answer the questions being raised by the other groups (within reason – I am NOT expecting you all to become world experts,...yet!).

Assignment 6 - The next group project is to choose a human rights issue of interest, and contemplate how best to raise this issue as a legal challenge or as an avenue for legal enforcement and why – using one of the bodies or organizations that were analyzed in the VT by your fellow students. I expect you to choose a body or organization that is **DIFFERENT** than the one your group analyzed. Please LABEL your VT with the issue you are raising and the names within your group in the D2L Assignment 6 section. **Assignment 6 is due February 13** (10 points).

RUBRIC: The VT should range from 5-10 minutes, explaining the issue, why you chose a particular avenue for enforcement, and the expected outcome. The idea here is to allow you all to begin to contemplate the various ways in which particular issues that might be important to you or of interest can actually be raised and protected as “law” within international and regional (or national, if relevant) fora.

Up Close Look at Some Human Rights

WEEK Five – Business and Human Rights/Corporate Social Responsibility (CSR)

Weekly Objectives: This week we will begin to examine specific human rights legal issues, thinking about current issues and how human rights law might assist.

Reading:

Nina Seppala, “Business and the International Human Rights Regime: Comparison of UN

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Initiatives,” *Journal of Business Ethics*, 87 (2009): 401- 417.
SOMO, “How to use the UN Guiding Principles on Business and Human Rights in company research and advocacy” [http://somo.nl/publications- en/Publication_3899](http://somo.nl/publications-en/Publication_3899);

Review: UN Global Compact; Norms on Transnational Corporations and Other Business Enterprises; the UN Guiding Principles on Business and Human Rights; and the OECD Guidelines for Multinational Corporations.

Guest Speaker: GL3 - February 8 - Katherine Hughes Fraitikh, Solidarity2020 @ 17.00

Assignment 7 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 7 due by February 13** (3 points)

WEEK Six - Human Rights and Humanitarian Law

Weekly Objectives: This week we will begin to examine other legal systems as well, thinking about current issues and how human rights law might assist. How might different legal systems interact and what is the result?

Reading: Accountability Fatigue: A Human Rights Law Problem for Armed Forces? by [Kenneth](#)

[Watkin](#) November 1, 2018

<https://www.justsecurity.org/61318/accountability-fatigue-human-rights-law-problem-armed-forces-petraeus-united-kingdom/>

Guest Speaker: GL4 - February 15 - Atika Raza, Law and Policy, Pakistan @ 7.00

Assignment 8 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 8 due by February 20** (3 points)

Guest Speaker: GL5 - February 22 - Zhala Azizova @ 7.00

Assignment 9 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer.

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You all **ALSO must enter your submission into the D2L Assignments section (individually please).**

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 9 due by February** (3 points)

Assignment 10 – For the final group project, choose one of the examined specific topics, find an organization working on the particular issue that interests you, consider how and whether the organization is engaging human rights law (if at all!), and analyze their approaches and methods of the organization. Please upload a VT with your analysis, using the name of the topic being analyzed, and the name of people within your group. You also must make an entry to the Assignments section of the D2L. **Assignment 10 is due by February 27** (15 points)

RUBRIC: HOW is the organization under examination using the law for the specific topic you have chosen, and what can you suggest as alternative or better approaches (if at all). Do you consent to their approach? Why/why not? In addition, please delineate why you have come to that conclusion.

WEEK SEVEN – Issues of Torture

Weekly Objectives: This week we will begin to examine how human rights law might undergo changes and shifts in perception and application.

Reading:

Is the Prohibition against Torture, Cruel, Inhuman and Degrading Treatment Really ‘Absolute’ in International Human Rights Law? A Reply to Graffin and Mavronicola

[Steven Greer https://academic.oup.com/hrlr/article/18/2/297/4993952](https://academic.oup.com/hrlr/article/18/2/297/4993952)

Interpretation of the Prohibition of Torture: Making Sense of ‘Dignity’ Talk Elaine Webster
April 2016 <https://link.springer.com/article/10.1007/s12142-016-0405-7>

Suggested Reading:

DO SELF-REPORTING REGIMES MATTER? EVIDENCE FROM THE CONVENTION AGAINST TORTURE* Cosette D. Creamer & Beth A. Simmons

https://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=3059&context=faculty_scholarship

Guest Speaker: TBD

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Assignment 11 - go to the VT set up under the name of the guest lecturer - I expect you all to comment and raise 2 questions for the guest lecturer. You all **ALSO must enter your submission into the D2L Assignments section (individually please)**.

I will notify which Group is responsible for this weeks guest lecture work. **Assignment 11 due by TBD** (3 points)

Assignment 12 - Each group is expected to view and raise a question to **EACH OTHER** group (within the VT that has been uploaded) regarding their analysis of the topic and organization that was chosen. As these queries are raised, each group is to place a response to the queries on the VT as well. **Assignment 12 is due March 6** (20 points)

RUBRIC: When observing other presentations – think about the difficulties inherent in human rights law enforcement and methods being suggested by your colleagues along with their critique. Do you agree? Are there other effective avenues? Is the organization under examination effective? And, as before, you CAN compare it to the work that you have done if that assists you to create a question. Please also try to answer the questions being raised by the other groups (within reason – I am NOT expecting you all to become world experts,...yet!).

HRTS 505: Human Rights Voices

7 Weeks, Fully Online

July 5 to August 19, 2022, Summer II

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Catalog Description

This course introduces students to the critical role played by first-person testimonies, especially of marginalized populations, in human rights work. We will consider how testimonies are used in a variety of media including official reports, documentaries, and published works. And we will look at the strengths and potential pitfalls of using such testimonies. Key questions include: Where and how can human rights stakeholders—especially survivors and those marginalized in societies—be listened to and heard? Should human rights regimes take extraordinary measures to listen to the voices of the marginalized? What does it mean to undertake justice for the marginalized in society?

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Will the voices of the marginalized be co-opted by existing power structures, thus rendering them even more marginalized?

Introductory Quotes

The Universal Declaration of Human Rights “is **the voice of millions of human beings**, victims of oppression, misery and ignorance, who aspire to live under conditions of greater justice, freedom and simple dignity” -- Rene Cassin, a key drafter of the UDHR

Perhaps, the first step in the activist journey of hyper solidarity is for human rights education activists **to learn from the victims of the perfidies of power rather than to presume to educate them** in the struggle for survival and justice. Humility before the victims of gross and flagrant violations of human rights, I believe, is critically indispensable for the would-be human rights education communities of the future. ... The problem then becomes one of how may we educate the human rights educators, rather than the people whom they so ardently wish to serve? --- Upendra Baxi, Scholar, Attorney, and Activist,

We wish to plead our own cause. **Too long have others spoken for us.** Too long has the public been deceived by misrepresentations, in things which concern us dearly (*Freedom's Journal*, March 16, 1827).

Epistemologies of the South is in all likelihood the most compelling and practicable framework for social transformation to emerge at the intersection of the Global North and the Global South, theory and practice, and the academy and social life in many decades. Its reflexivity about its own location, limits and potentialities is a strength of the framework. To paraphrase its author, it is a proposal that constructs passages between the No longer and the Not Yet of critical theory if not thought itself. It does not claim to have arrived at a new land of general theories and Big Ideas—in fact, this is explicitly not one of its goals—yet at the same time it dares to outline trajectories for thinking otherwise, precisely because it carves a space for itself that enables thought to re-engage with life and attentively walk along the amazing diversity of forms of knowledge held by those whose experiences can no longer be rendered legible by Eurocentric knowledge in the academic mode, if they ever were. The Epistemologies of the South framework provides workable tools for all those of us who no longer want to be complicit with the silencing of popular knowledges and experiences by Eurocentric knowledge, sometimes performed even in the name of allegedly critical and progressive theory. The Epistemologies of the South might also be useful to those who have been at the receiving end of those colonialist categories that have transmogrified their experiences, translated them into lacks, or simply rendered them utterly illegible and invisible (Arturo Escobar 2015).

Course Description

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Recently, human rights discourses have undergone a quiet revolution. After centuries of human rights thinking being the near exclusive domain of elites such as philosophers and jurists; human rights advocates and scholars are now closely paying attention to the voices of the victims, including the most marginalized. Some scholars and activists, like the instructor, have even argued that the voices of the marginalized should be privileged, and that this is one of the best ways to deconstruct and reinvigorate our understanding of human rights as well as the institutions that have been set up to advance human rights. Others have argued that it is impossible to truly listen to the voice of the Other, especially from a privileged position, and that most attempts end up co-opting the voices of the Other and reinforcing hegemonic power structures that are meant to be deconstructed.

Such debates beg the following questions that we will address in this course.

1. Is it possible for the most marginalized human rights victims to be heard by human rights regimes (activists, tribunals, non-governmental organizations, governments, etc.)?
2. Will the voices of the marginalized be co-opted by existing power structures, thus rendering them even more marginalized?
3. How are hegemonic knowledge structures developed and sustained?
4. Is it possible for hegemonic human rights knowledge structures to be deconstructed by the voices of the most marginalized?
5. What does it take to change deeply held beliefs?

Throughout the semester we will critically analyze previous attempts at presenting the viewpoint of the marginalized Other and consider the best ways to do so in our globalized, networked, and technologized, world.

Students should be generous in sharing their knowledge, research, and experiences with the class and should be receptive to the theories, methods, and knowledge of others including those presented in the readings and discussions. We are always open to your ideas and input!

Course Objectives and Expected Learning Outcomes

By the end of the semester, it is expected that students will, *inter alia*:

1. Be exposed to a wide variety of voices from human rights stakeholders.
2. Be introduced to several recent major cases and controversies related to human rights in the U.S. and globally.
3. Better understand the various ways that activists attempt to advance human rights through social movements, litigation, and direct action.
4. Have examined in some detail the relationships between the voices of marginalized persons and existing social power structures.
5. Have a more nuanced understanding of what it means to solicit and heed the voices of clients and others in other fields.
6. Have brainstormed and conceptualized how best to gather and present the voices of marginalized human rights stakeholders.

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7. Have been actively involved in designing and implementing a major human rights project that involves gathering and presenting the voices of human rights stakeholders.
8. Develop a passion for understanding human rights from the perspectives of the marginalized.

Course Technology

You will need to know how to work with the UA’s classroom management system or portal – D2L (<https://d2l.arizona.edu>). Several helpful links are on the class D2L page, including tips on using D2L, netiquette, and tech support links. Also, please register on the GHRD web platform at www.globalhumanrightsdirect.arizona.edu If there are ANY problems or questions about these links, by all means contact me and I will work with you to sort these issues out.

Communicating with the Course Facilitator

I am available through UA email or Zoom (but best to notify me that you desire to talk).

Course Requirements

Group Projects (30 Points): This assignment aims to advance four interrelated human rights projects: the Human Rights Conversations textbook, the Global Human Rights Direct website, scales to measure decolonial pedagogy and critical consciousness, and a remembrance project for South Sudan. Details of each of these, including their current status, will be provided during the first week of the semester. Groups will be expected to work closely with the Instructor on these projects – they are “his” projects after all ☺ This should be an ongoing dialogue throughout the semester.

Participation in the Class Discourse and Weekly Projects (70 Points): Students will be expected to regularly participate on the class VoiceThread or discussion board. We will have seven (7) discussions based upon the readings and films and each is worth ten (10) points. At least two of these will include problem-based assignments related to the week’s themes. As part of these VoiceThreads, small groups of students will take the lead with each of the video guest lectures and will be responsible for soliciting questions from the other students, following up afterwards with the speaker with additional questions, and writing a thank you note.

Attendance and Participation: Students are expected to “attend” all sessions – either live or via recorded video feed. This MUST be done in a timely fashion pursuant to the dates provided in the online D2L system. Students will have a window of time in which to watch and react to class sessions. It is imperative to follow the course and the discussions (along with the attendant assignments).

Workload Expectations

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At the University of Arizona, in a semester-long course for **undergraduates**—one that lasts 15 weeks—students are expected to have at least 9 hours of workload each week. Since this is a 7.5 week course at the graduate level worth 3 credits, students are expected to have approximately 16 to 20 hours of workload each week. This is an online class with a mix of guest lectures, a video lectures on VoiceThread by the instructor, readings, short assignments, and group work; all of which will vary each week. If you find you are putting in much more time than expected, please consult the instructor.

Attendance

Attendance, preparation, and participation from all students are crucial for the success of this course. The UA’s policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

All holidays or special events observed by organized religions will be honored for students who show affiliation with that religion. Absences pre-approved by the UA Dean of Students (or the Dean’s designee) will be honored (e.g. athletes, debate team, military absence, hospitalization, death in family).

Grades

See this link for university grade policies: <http://catalog.arizona.edu/policy/grades-and-grading-system>

Your grade for this course will be determined as follows:

90 points and above	A
80-89	B
70-79	C
60-69	D
59 and Below	E

Reasonable Accommodations

The instructor will be happy to work with students who require reasonable accommodations for disabilities or other circumstances.

It is the University’s (and the Instructor’s) goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Other Course Policies

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Appropriate Conduct

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/threatening-behavior-students>.

For more information on appropriate and inappropriate student conduct, see <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>
<http://policy.web.arizona.edu/disruptive-behavior-instructional>
<http://policy.web.arizona.edu/threatening-behavior-students>

Notification of Objectionable Materials

This course contains material that some students may find objectionable. If you believe material to be covered will be objectionable, you should consult with the Instructors as soon as possible to discuss potential alternative materials and assignments.

Confidentiality of Student Records

As required by law under the Family Educational Rights and Privacy Act of 1974 (FERPA), student records are confidential. This law and its applicability to your educational records may be accessed at: <http://www.registrar.arizona.edu/ferpa/default.htm>

Changes to the Syllabus

Information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WARNING!

Cheating and plagiarism will not be tolerated. Plagiarism includes not only the exact duplication of an author's words but also an unacknowledged close paraphrase. When in doubt give a citation. SPECIAL NOTE: Be sure not to plagiarize when preparing case materials. Students should be especially careful when cutting and pasting material from cases, briefs, and other sources. Use quotation marks and/or citations where appropriate.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

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Required Readings

Required readings will be distributed / assigned as needed through D2L or can be found through the UA library or on the Internet. Additional readings will be added to the following if they are deemed especially pertinent. It is expected that students will find many of the course topics quite compelling and will additional reading on their own.

1. Students should have access to D2L
2. Students should check their UA email accounts almost every day
3. Students should register on www.globalhumanrightsdirect.arizona.edu

Course Outline and Readings

Module 1 Introductions and the Voice of the Other

July 5-12

Readings: de Sousa Santos, *The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South* (UA Library, Preface and Introduction)
 Simmons, "Introduction: Deconstruction, Concrete Universalisms, and Human Rights of the Other" in *Human Rights Law and the Marginalized Other* (D2L)
 Teju Cole, "The White-Savior Industrial Complex" (Internet)
 William Simmons, "Paternal Ignorance in Human Rights Devalues Knowledge of Marginalized Populations" (Internet)
 Burton, Carss, and Twumasi, "Listening to Neurodiverse Voices in the Workplace" (Internet)
 Decolonial Pedagogy Scale
 Global Human Rights Direct (www.globalhumanrightsdirect.arizona.edu) (Browse thoroughly and register)

Film: Thomas Balmès *Bosnia Hotel: Kenyan Warriors in Bosnia* (UA Library Catalog)

Assigned: Personal Introductions on Voice Thread
 Introduction to Group Projects
 Voice Thread on Voices of the Marginalized (10 Points)

Module 2 Myanmar and Patiently Listening to the Voices of the Rohingya

July 12-27

Readings: Habiburahman and Sophie Ansel, *First They Erased Our Name: A Rohingya Speaks* (selections)
 Voices of the Rohingya on Twitter, Facebook, etc.
 Yohanna, et al. "Localizing International Human Rights Norms through Participatory Video with People Affected by Leprosy in Niger, Nigeria, and Mozambique"
 Simmons et al. "Measuring Resilience and Posttraumatic Growth at the Individual and Communal Levels in the Context of an Arts Intervention for Rohingya Refugees in Bangladesh"
 "China's Complicated Game in Myanmar" (Internet)
 Other Readings TBA

Guests: Ye Wint Thu, Burmese Journalist

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Assigned: Others TBA
VoiceThread Project: TBA (20 Points)

**Module 3: Oral Histories, Remembrance, and The Lost Boys of Southern Sudan
Jul 28-Aug 3**

Readings: Rädä Barnen, “The Unaccompanied Minors of Southern Sudan” (D2L)
Lost Boys Found: Oral History Project at ASU
(<https://keep.lib.asu.edu/collections/141205>)
Lost Boys Reunited (<https://lostboysreunited.com/>)
Other Sources for Voices of Lost Boys (TedTalks, Facebook, etc.)

Films: Philippe Falardeau (dir.) *The Good Lie*

Guests: TBA

Assigned: VoiceThread - Remembrance Project (10 Points)

Module 4 Epistemological Mingas: Decolonization and Empiricism

Aug 3-9 de Sousa Santos, *The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South* (UA Library, Chapter 7)
David Lehmann, *After the Decolonial* (D2L, pp. 35-63)
Paradies, Franklin, and Kowal, “Development of the Reflexive Antiracism Scale – Indigenous” (Internet)
Simmons, Chen, and Alves, “Notes toward a Reflexive Critical Consciousness Scale” (D2L)
Simmons, Boynton, and Landman, “Facilitated Communication, Neurodiversity, and Human Rights”

Selections from the Following

Boynton, Janyce. 2012. “Facilitated Communication—What Harm It Can Do: Confessions of a Former Facilitator” *Evidence-Based Communication Assessment and Intervention* 6 (1): 3-13.
Chan and Nankervis. 2015. “Stolen Voices: Facilitated Communication Is an Abuse of Human Rights” *Evidence-Based Communication Assessment and Intervention* 8 (3): 151-156.
Steven Salzberg, “Facilitated Communication Has Been Called An Abuse Of Human Rights. Why Is It Still Around?” *Forbes*, <https://www.forbes.com/sites/stevensalzberg/2018/06/18/facilitated-communication-may-be-an-abuse-of-human-rights-why-is-a-university-teaching-it/#78e9a51329f3>
“The Strange Case of Anna Stubblefield, Revisited,” *The New York Times* April 5, 2018

Film: Temple Grandin, *The World Needs All Kinds of Minds*, TedTalk https://www.youtube.com/watch?v=fn_9f5x0f1Q
[Hannah Gadsby, *Douglas* \(Netflix, Recommended\)](#)

Assigned: Voice Thread: Decolonization, Epistemic Mingas, Epistemic Conversions (10 Points)

Module 5: Trauma, Authenticity, and Testimony

Aug 10-19

Readings: Minh Dang, “Epistemology of Survival: A Working Paper” (Internet)

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Shin and Harden, *Escape from Camp 14: One Man's Remarkable Odyssey from North Korea to Freedom in the West* (UA Library)

Robert Park, “The Forgotten Genocide, North Korea’s Prison State” (<http://www.worldaffairsjournal.org/article/forgotten-genocide-north-korea%E2%80%99s-prison-state>)

Blaine Harden, “Foreword” <https://www.blaineharden.com/escape-from-camp-14-reviews/>

Report of the Special Rapporteur on the Situation of Human Rights in the Democratic People's Republic of Korea to the General Assembly (A/69/548) (<http://www.ohchr.org/EN/Countries/AsiaRegion/Pages/KPIndex.aspx>)

(Selections)

Gilmore, Leigh. 2017. *Tainted Witness: Why We Doubt What Women Say About Their Lives* (selections, UA Library)

Ana Belén Martínez García, “TED Talks as Life Writing: Online and Offline Activism” (Internet)

Song, “The "Savage–Victim–Saviour" Story Grammar of the North Korean Human Rights Industry” (Internet)

Artwork: “Telling the Stories of Defectors from North Korea: Introduction by Alexandra Genova, Photographs and Text by Tim Franco” *New York Times*, April 2, 2018
Tim Franco, *Unperson* (<http://www.timfranco.com/unperson>).

Films: Marc Wiese, *Camp 14: Total Control Zone* <https://www.youtube.com/watch?v=qGtKAbnsuqo>

Suki Kim, This Is What It's Like to Go Undercover in North Korea, TedTalk, <https://www.youtube.com/watch?v=6weGCM3sWKc&t=378s>

Hyeonseo Lee, Why I Escaped from My Brainwashed Country, TedX, <https://www.youtube.com/watch?v=Ed4SeoQypy0>

Music: Mike Wallace, “Lost in Translation” Library Database: Alexander Street
“The People's Paradise (North Korea’s Song of Sorrow)” <https://www.youtube.com/watch?v=YLJxcwremh4&t=427s>

Assigned: Robert Park, “I Am But a Child” <https://www.youtube.com/watch?v=VdccI0YjIQ>
2 Voice Threads: Trauma, Truth, and Testimony (20 Points)

Guests: TBA

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HRTS 511 STRATEGIC LITIGATION Spring 2022

Dr. Marchi Elisa	Email: elisa.marchi@arizona.edu
Office Hours: appointment	by Cell: +1 5204405767

Catalogue Description

This course is a unique opportunity to explore strategic litigation and advocacy from one of the United Nations Special Procedures. This course provides an opportunity for students to be involved in live cases or advocacy efforts with the United Nations Special Rapporteur on the Rights of Indigenous Peoples (UNSRIP). The course instructor is the legal advisor of the UNSRIR, and in coordination with the Human Rights Workshop at the Indigenous Peoples Law and Policy Program (IPLP), students will support the mandate of the United Nations Special Rapporteur on the Rights of Indigenous Peoples. The Indigenous Peoples Law and Policy Program is hosting Special Rapporteur Francisco Calí Tzay during his 3–6-year term that began on May 1, 2020.

Assignments will include:

- Research.
- Drafting of thematic reports.
- Public/press statements.
- Production of outreach materials for a vast range of audiences.

Additionally, the students will gain foundational knowledge on the UN Human Rights System, International Human Rights Law, and Indigenous Human Rights.

Look at this video to know more about our work with UNSPIR

<https://www.youtube.com/watch?v=u9vrcgnzD2o> and check the website

<https://un.arizona.edu/>

Recommended Prerequisites (but not compulsory): HRTS 510 Advancing Human Rights Law **AND EITHER** HRTS 500 Advancing Human Rights **OR** HRTS 501 Advancing Human Rights Movements

Course Description

The course is an elective course for both the MA and Certificate in Human Rights. The course offers either substantive learning on contemporary Indigenous Human Rights issues and on methods and tools used by a United Nations Special Procedure to advocate for Indigenous Human Rights. For more information on United Nations Special Procedures look at

https://www.youtube.com/watch?v=l0vT_1gjdWc&t=15s and for the Special Rapporteur on the rights of indigenous peoples look at

<https://www.ohchr.org/en/issues/ipeoples/srindigenouspeoples/pages/sripeoplesindex.aspx>.

The course is a project-oriented course, but it offers deep insight on UN Human Rights System, International Human Rights Law, and Indigenous Human Rights.

Course Technology

You will need to know how to work with the UA's student computer access system – D2L. A

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link to the Launch Pad tutorial can be found on the class D2L page. Further, please sign on to the GHRD web platform as a MA student as this will be our user platform for aspects of the course like external participants. The link is located at www.globalhumanrightsdirect.com. If there are ANY problems or questions about these links, by all means contact me or Mette Brogden, the Program Manager for the Human Rights Practice programs and we will work with you to sort these issues out.

Communicating with the Course Facilitator

I am available through email or Skype/Zoom (but best to notify me that you desire to talk). I will generally answer emails within 24 hours of receiving them. If several students want to meet at the same time about similar topics, I'll set up a Zoom session.

Course Objectives

1. List the primary function of the United Nations Special Rapporteur on the Rights of Indigenous Peoples;
2. Explore the impact of strategic litigation and advocacy from the United Nations Special Rapporteur on the Rights of Indigenous Peoples;
3. Elaborate on the role of U.N. special mechanisms to advance human rights;
4. Critically understand the leading human rights issues faced by indigenous peoples;
5. List the available means for strategic litigation and advocacy at the U.N. level;
6. Elaborate on the short-term and long-term benefits of strategic litigation or of a particular human right campaign;
7. Analyse how to create and implement an effective communication human rights strategy.
8. Understand how to conduct fact-finding research to document human rights abuses
9. Identify learning strategies to support advocacy campaigns.

Expected Learning Outcomes

On successful completion, students should be able to:

- recognize the critical legal instruments and institutions of international indigenous human rights law;
- think critically and analytically about the enforcement and implementation of international indigenous human rights law;
- apply and communicate the underlying concepts, principles, rights, and obligations of human right law to problems in real-world contexts;
- Develop cultural competency around the practice of law by recognizing the ethical and professional issues involved in representing communities, indigenous peoples in particular.
- Make wise and active decisions concerning effective human rights action, including when to litigate or implement alternative means and how to effectively go about achieving one's desired ends.
- Collect and analyze relevant sources to produce different outcomes (reports, learning materials, communication)

Coursework and Assignments

This is going to be a project-oriented course where we will have you work, in groups, on an actual strategic litigation/advocacy type-of project for the United Nations Special Rapporteur on the Rights of Indigenous Peoples. This kind of project requires a high level of professionalism and an investment of time and effort that goes BEYOND the course. In fact,

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you will deal with deadlines, the United Nations diplomacy, complex cultural contexts. The course required the students to be particularly culturally sensitive, detail-oriented, openminded, good team players, and able to work independently. Even if these skills will be developed/improved during the course, what is required is that the students understand that these are essential priority skills for this course.

Remember – this is the MA program establishing external work for you to operate with the United Nations system on a serious project – meaning the reputation of the MA program, as well as your reputation, is at stake. Thus, **it is a big responsibility and demands your attention, time, devotion, and energy towards this course.**

The responsibilities mean that:

1. You are prepared and ready to work with a group (3 students) in a cohesive, responsible, and organized manner.
2. You will devote time towards the allotted project, which will be determined by the lecturer, pursuant to the needs of mandate, the perceived capacity of the group, linguistic skills, and the projects that exist. The lecturer will try to accommodate the interests of the group, but that is not always possible;
3. You will dedicate yourself to work at hand, without excuses of time or other delays.

The lecturer will provide a list of projects where you can signal your desired focus.

The course will operate as follows.

Each week you will have a substantive class on specific indigenous collective human rights and a lecture and/or readings materials on an advocacy/strategic litigation tool.

In the first few days of the course, you will create a group with three other students and start looking at the available projects, noting your preference for a particular project.

You are NOT guaranteed the project of your choice, so please be aware of the possibility that you might be assigned a different project.

As such, it is recommended that you look at ALL of the available projects and not just settle for the first project that catches your group's interest.

After you have been assigned a project, your group will meet with the lecturer on a weekly basis, as well as meeting at least TWICE with the supervisor of your project (subject to their availability).

At the group meetings, I expect the entire group to attend (we will all try and work around each other's schedules).

Further, we will have TWO COLLECTIVE CLASS meetings to discuss and think about the projects (in Weeks Four and Six). I will conduct these as Voice Threads (VT) where your group or a group representative will summate the work your group has done thus far, the direction and means for a successful outcome that your group is taking, and the projected outcome. Each group must comment on ALL other groups, offering assistance, insight, and advice, along with potential ideas to assist the group in their project.

Note that during the course, I can ask you to conduct specific research to support urgent needs that can emerge during the UNSRIP work.

Note that the readings indicated in the syllabus are tentative, so check on D2L for the final list.

Grade Breakdown

All based on attending required sessions, being an active participant in your group, complete assignment and work with your supervisor on your project, and providing viable and meaningful work output on an ongoing weekly basis (no last minute one-nighters) according

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to the shared rubric.

COURSE BREAKDOWN

Week 1: Introduction to the Human Rights System, Indigenous Human Rights and the Special Rapporteur on the Rights of Indigenous Peoples

Watch: two Synchronous classes or recordings (recording available on D2L)

Watch: <https://www.youtube.com/watch?v=u9vrcgnzD2o>

https://www.youtube.com/watch?v=l0vT_1gjdWc&t=15s

Core Legal Documents:

C169 - Indigenous and Tribal Peoples Convention, 1989 (No. 169)

https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C169

United Nations Declaration on the Rights of Indigenous Peoples

https://www.un.org/development/desa/indigenouspeoples/wpcontent/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

American Declaration on the Rights of Indigenous Peoples

<https://www.oas.org/en/sare/documents/DecAmIND.pdf>

Readings: Advocate for Human Rights, *Human Rights Tools for a Changing World*,

January 2015- Chapter 2 pp.5-13: <https://www.theadvocatesforhumanrights.org/res/byid/9001>

SKIM: UN OHCHR, “Indigenous Peoples and the UN Human Rights System: Fact Sheet #9

Rev. 2 (2013) <https://www.ohchr.org/documents/publications/fs9rev.2.pdf>

Relevant website of Human Rights mechanisms as indicated by the lecturer:

<https://www.refworld.org/humanrights.html>

Extra reading

UN OHCHR, “The UN Human Rights Treaty System: Fact Sheet #30 Rev. 1 (2012) (45 pp)

<https://www.ohchr.org/Documents/Publications/FactSheet30Rev1.pdf>

Assignment 1:

Please review the group project list (in the Contents section of the D2L) and think about what project you would like to tackle.

Then, go to the Voice Thread (VT) Introductions and within this VT that I will set up, introduce yourself to me and your colleagues answering the questions I posted, **and** note potential group projects that interest you.

Please review and listen to each other to get to know one another and find two other people with potentially similar interests.

Start making contact with like-minded colleagues to initiate your group formation.

Please submit to Assignment 1 noting you have made a VT comment.

Rubric: This will serve as the basis for forming a group of THREE people with whom you will work on your group project.

Assignment 2:

Submit your thoughts to this week’s lessons and answer the questions following the rubric.

Please note in the D2L Assignment 2 section that you have submitted a VT.

Value 5 points

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Assignment 3:

Creating a group and choosing a project – please engage your fellow classmates(!) and start to form a group along with TWO project titles that most interest your group.

Submit into Assignment 3 of the D2L stating the people within your group.

Value 2 points

NOTE: Regarding the choosing of project work, I will try to accommodate your needs but I *CANNOT* promise the exact project that your group might desire, so please be aware of that and bear with me.

Week 2: Monitoring Human Rights Abuses: research methods for advocacy and documenting human rights abuses; Indigenous right to self-determination.

Watch: Synchronous class and a recording (recording available on D2L)

Readings:

Advocate for Human Rights, *Human Rights Tools for a Changing World*, January 2015

Chapter 3

OHCHR, Manual of Human Rights Monitoring, Part IV Chapter 13: Human Rights Reporting

<https://www.ohchr.org/Documents/Publications/Chapter13-MHRM.pdf>

International Work Groups on Indigenous Affairs-IWGIA “Indigenous Peoples’ Rights to Autonomy and Self-Government as a Manifestation of The Right To Self-Determination” 2019,

https://www.iwgia.org/images/documents/Recommendations/Autonomi_report_UK.pdf

Extra readings

https://www.ohchr.org/Documents/Publications/UNDG_training_16EN.pdf

Assignment 4:

Meeting with Elisa – 30 minute time slots.

Rubric: The purpose of this meeting is to identify the ways and means for engaging your project and beginning to create a plan of implementation!

Value 2 points (points awarded after the actual meeting AND after a viable ‘action plan’ has been submitted AFTER our meeting)

Assignment 5:

Submit your thoughts to this week’s lessons and answer the questions following the rubric.

Please note in the D2L Assignment 5 section that you have submitted a VT.

Value 5 points

Week 3:	Communication for Human Rights; rights to land and resources Watch: Introductory video lecture from the instructor (on D2L) Advocate for Human Rights, <i>Human Rights Tools for a Changing World</i> ,
Readings:	

January 2015 Appendix C. Best Practices: Using Popular Social Media Platforms for Effective Human Rights Advocacy

TBD

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Guest Speaker: Leslie Ann Epperson

Assignment 6:

Submit your thoughts to this week's VT (entitled VT Guest Lecture 1) about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding advocacy and strategic litigation ?

Please note in the D2L Assignment 5 section that you have submitted a VT.

Value 5 points

I will assign a group to compose a thank you note to our guest lecture. This entails a thank you note to the guest lecturer of 2-3 paragraphs, followed by a collated question list of questions your colleagues have raised (editing repetitive queries) and comments from students.

Assignment 7:

Contact your project person and create a suitable time slot for a group meeting (suggested days and times noted below - with deference to the NGO person and their busy time schedule, along with of course your fellow group members). I will attempt to work around 7

you all the best I can(!) as I will be included in the meeting as well (as a semi-passive observer...!).

Rubric: The purpose of this meeting is to present to your Project Person the approaches and ideas your group has for taking on the project. You must prepare a 3-5 minute presentation, and be ready to hear the ideas and thoughts of the NGO Project Person as well. At the end of the meeting, after the NGO Project Person has left the Zoom session, **please remain in the session** as we will discuss the outcome and further work to be done by the group (i.e., remain in the Zoom meeting after the Project Person has left). Submit as a group to Assignment 6 of the D2L that you have successfully created a meeting time with your NGO project person noting the time and providing the Zoom link for the meeting. This link should be made available to your group members, the NGO Project Person, and me. NOTE – if there is a clash with another group due to time scheduling, I will let you know!

Value 5 points (awarded after the meeting)

Week 4: Teaching for Human Rights; Free Prior and informed Consent

Watch: video lecture from the instructor (on D2L)

Readings: TBD

Guest speaker: TBD

Assignment 8:

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Meeting with Elisa – 15 minute time slots.

Rubric: The purpose of this meeting is to ensure you are on the right track in the beginning stage of actually implementing your group project and adhering to the created time line for your group.

The time slots are available as follows:

Please choose TWO options and submit the options (as a group) into Assignment 7 of the D2L. I will try and accommodate you all to the best that I can and send out a schedule in due course.

If I find that there is a preference for more AM or PM slots, I will revise the times accordingly – have no fear!

Value 3 points (points awarded after the actual meeting!)

Assignment 9:

Submit your thoughts to this week's VT (entitled VT Guest Lecture 1) about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding advocacy and strategic litigation ?

Please note in the D2L Assignment 5 section that you have submitted a VT.

Value 5 points

I will assign a group to compose a thank you note to our guest lecture. This entails a thank you note to the guest lecturer of 2-3 paragraphs, followed by a collated question list of questions your colleagues have raised (editing repetitive queries) and comments from students.

Assignment 10:

COLLECTIVE CLASS Number ONE: Each group MUST set up a VT **with the following title:**

COLLECTIVE CLASS ONE – [TITLE OF GROUP PROJECT/ NAMES]

Rubric: Your group will summate the project and the work your group has done thus far, the direction you are taking and the envisioned means for a successful outcome. Include as well the 'action plan' you have developed (this alone will NOT suffice!) Please note (as a GROUP) in Assignment 10 of the D2L when you have made a VT submission.

Value 5 points

Assignment 11:

Each group must comment on ALL other groups, offering assistance, insight, and advice, along with potential ideas to assist the group in their project.

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Rubric: It is important for you ALL to see what your fellow classmates are doing and offer your own thoughts, comments, and advice to your peers. Please note in Assignment 11 of the D2L when you have made your comments to the other groups.

Value 5 points

Week 5:	The Art of Drafting for Human Rights. Indigenous Peoples business and
human rights	
Readings:	
Advocate for Human Rights and US Human Rights Network, A practitioner's	

Guide to Human Rights Monitoring, Documenting, and Advocacy, January 2011, pp 65-84
 Advocate for Human Rights, *Human Rights Tools for a Changing World*, January 2015-selected appendix

Suggested Readings: Selected sections of the United Nations Manual on Human Rights Monitoring to be indicated by the instructor. The original and revised version of the manual can be accessed through the following link:
<http://www.ohchr.org/EN/PublicationsResources/Pages/MethodologicalMaterials.aspx>

Note the instructor will give you a list of reports to analyse.
 Guest: TBD

Assignment 12:

Meeting with Elisa– 15 minute time slots.

Rubric: The purpose of this meeting is to ensure ongoing work, proper group participation by all, and how to incorporate the comments made by your fellow classmates. The time slots are available as follows:

Please choose TWO options and submit the options (as a group) into Assignment 12 of the D2L. I will try and accommodate you all to the best that I can and send out a schedule in due course.

If I find that there is a preference for more AM or PM slots, I will revise the times accordingly – have no fear!

Value 3 points (points awarded after the actual meeting!)

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Assignment 13:

Submit as a group a draft of your work thus far so that I might be able to properly review your work output and gauge your progress.

Rubric: This must be a proper draft of where you are and what you have done, showing me the development and emergence of your project and adherence to your 'action plan'!

Value 5 points **Assignment 14:**

Submit your thoughts to this week's VT (entitled VT Guest Lecture 4) about the guest lecture, including queries or follow up points you desire to know about. What impression did the guest lecturer make and what information did you acquire from the guest lecture that assisted you in understanding strategic litigation and advocacy?

Please note in the D2L Assignment 14 section that you have submitted a VT. I will assign a group to compose a thank you note to our guest lecture. This entails a thank you note to the guest lecturer of 2-3 paragraphs, followed by a collated question list of questions your colleagues have raised (editing repetitive queries) and comments from students.

Value 5 points

Week 6: Cultural Rights

Guest: TBD

Assignment 15: TBD Project advancement

Value 5 points

Assignment 16:

COLLECTIVE CLASS Number TWO: Each group MUST set up a VT **with the following title:**

COLLECTIVE CLASS TWO – [TITLE OF GROUP PROJECT/ NAMES]

Your group will summate the project and the work your group has done thus far, with a view to presenting your work to your colleagues.

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Please note (as a GROUP) in Assignment 16 of the D2L when you have made a VT submission.
Value 5 points

Assignment 17:

Each group must comment on ALL other groups, offering assistance, insight, and advice, along with potential ideas to assist the group in their project. Rubric: It is important for you ALL to see what your fellow classmates are doing and offer your own thoughts, comments, and advice to your peers. Please note in Assignment 17 of the D2L when you have made your comments to the other groups.

Value 5 points

Week Seven Putting the Principles Into Practice

This week is to work on your project.

Week Eight Putting the Principles Into Practice

Assignments:

Assignment 18

Submission of final work to the D2L as a group and individual reflection on the course.
Value 30 points

Community-Based Participatory Action Research for Human Rights HRTS 520

8 Weeks, Spring 2021

Fully Online Class	Dr. William (Bill) Simmons
Office Hours by Appointment via Zoom, WhatsApp, or Phone	williamsimmons@email.arizona.edu Cell Phone: 480.388.0718 use judiciously – also my WhatsApp number
Instructor website: www.willimpaulsimmons.com	

Catalog Description

This course focuses on how to plan and implement community-based participation action research projects relevant to protecting and advancing human rights in marginalized communities. Students will learn to work collaboratively with communities in developing

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research questions, choosing and implementing data collection methods, interpreting findings, and sharing/presenting of results. Community ownership of the research process and conducting research ethically will be emphasized. A wide variety of case studies of community research that resulted in empowerment and transformation will be presented. Students will work with faculty and community members on at least one community-based action research project.

People don't usually do research the way people who write books about research say that people do research.

-- Arthur Bachrach

Action research is a dynamic, collaborative, and open-ended process. Research questions, community partners, the scholarly literature, and practical considerations should drive the research design, hypotheses, data collection, data analysis, and the interpretation and presentation of the results. Such a process is often messy and rarely follows a linear path.

In this course, students will be involved in all aspects of a CB-PAR project from developing the research question, to conducting a review of the relevant literature, building community partners, developing the research design, securing Institutional Review Board (IRB) approval, and, if time allows, collecting the data.

The overall class objectives are to help you develop a "scientific research attitude" and an "action research ethos." A scientific research attitude includes a skeptical *but informed* stance toward previous research, a certain amount of hubris about your ability to contribute to scientific knowledge, a substantial amount of humility before your data, an acceptance of the provisional status of empirical results, and a strong commitment to conduct research ethically. An action research ethos reorients our thinking about research to simultaneously emphasize action, research, and participation (see Greenwood and Levin 2007, 6-7). We will work together throughout the semester to create our own understanding of these terms and their inter-relationships.

This course breaks down many artificial borders that are common in university research courses. It is learner-centered, community-embedded, inter-disciplinary, and trans-disciplinary. I am a strong proponent of mixed-methods research. Both qualitative and quantitative research methods have their place and researchers should have facility in both without disparaging either. The success of the course will require a willingness to be respectful, open-minded, and a willingness to learn from each other. We all must do our part to make the course a success.

Take the scientist. If he has matured in the scientific tradition, he is willing to give up every particular of his scientific findings (they are all preliminary, never final), but he will never give up the scientific attitude, even if a tyrant should demand it of him.

--- Paul Tillich, *Ultimate Concern*

Course Objectives

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During the course, students will

1. Read important recent works on theoretical, ethical, and practical issues that arise in doing community-based participatory action research.
2. Analyze and make presentations on a number of published case studies of community-based participatory action research.
3. Learn from leading practitioners of CB-PAR through video conference guest lectures.
4. Work with the Instructor and community members on a community-based participatory action research project.

Expected Learning Outcomes

By the end of the semester, students will be able to:

1. Demonstrate a good understanding of action research including its historical and theoretical contexts, ethical and political considerations, and an overview of major “methods” of action research.
2. Acquire an increased facility in selected qualitative and quantitative research techniques through reading examples of these techniques and the development of an action research proposal.
3. Craft a quality academic literature review.
4. Make substantial contributions to action research projects, especially the development of a research design on a current human rights issues. More specifically, students will have
 - a. Participated in the design, planning, and implementation of an action research study,
 - b. Experienced the process of developing and designing participatory community research projects.
 - c. Experience negotiating the ethical and political challenges in conducting action research on a human rights issue.
5. Gained important experience working in research teams.

Communicating with the Instructor

I can be available through different modalities, but please first email me to set up a time. I regularly check my UA email. I am available on Zoom or WhatsApp (please schedule through an email). I will try my best to answer emails within 24 hours of receiving them.

Attendance:

Preparation and participation from all students are crucial for the success of this course. The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

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Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> and <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete>.

Please note that as an online course with students residing in disparate time zones across the world, students may not necessarily be present during a live online lecture or meeting; but are required to review the recording of the online lecture or meeting at a time accessible to them.

Grades

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Your grade will be determined as follows:

90% of total points and above	A
80-89	B
70-79	C
60-69	D
59 and Below	E

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

Other Course Policies

Code of Academic Integrity

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA

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Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

For other issues of academic integrity, see the UA Code of Academic Integrity at: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>

Appropriate Conduct

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our virtual classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Notification of Objectionable Materials

This course contains material that some students may find objectionable. If you believe material to be covered will be objectionable, you should consult with the Instructor as soon as possible to discuss potential alternative materials and assignments.

Confidentiality of Student Records

As required by law under the Family Educational Rights and Privacy Act of 1974 (FERPA), student records are confidential. This law and its applicability to your educational records may be accessed at: <http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Changes to the Syllabus

Information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WARNING!

Cheating and plagiarism will not be tolerated. Plagiarism includes not only the exact duplication of an author's words but also an unacknowledged close paraphrase. When in doubt give a citation. Students should be especially careful when cutting and pasting material from cases, briefs, and other sources. Use quotation marks and/or citations where appropriate.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA

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Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

Course Requirements

Participation in the Class Discourse (50 Points): Research is a craft that can only be mastered through a combination of "doing" research and observing others who are good at "doing" research. Short assignments will be assigned throughout the semester to help you get a feel for conducting research and to encourage you to critically reflect on the research of others. Specific assignments will likely include combinations of critical analyses of previous studies, reflections on the readings and our guests, and preparing questions and follow-ups for the video discussions. We will have five (5) VoiceThreads based upon the readings and films and each is worth ten (10) points.

Class Project: Lost Boys from Southern Sudan and Rohingya Refugees (40 Points): Small groups of students (likely 3-4 students each) will work on some aspect of advancing human rights among refugee populations in two contexts. The first (two groups) is based on an incredible data set of interviews of the Lost Boys from South Sudan made available by the Lost Boys Center for Leadership Development. One group will work on preparing a research proposal on intergenerational trauma while the other group will likely conduct a quantitative analysis related to the journey of the Lost Boys.

The second project relates to the Rohingya refugees in Bangladesh. Two groups of students will develop research ideas and possibly a proposal based upon conversations we will have with faculty from North South University and the NGO Artolution.

IMPORTANT POINTS:

- i) Groups of students will work with the Instructor to decide on the scope of the assignment and the schedule for completing it.
- ii) All students must complete the CITI human subjects training found at: <https://rgw.arizona.edu/compliance/human-subjects-protection-program/hssp-training>.
- iii) All students working with the Lost Boys archive will need to fill out a non-disclosure agreement (NDA).
- iv) If I get the sense that some students are not pulling their weight in the groups, I will have each group member fill out a Group Member Evaluation Form.

Portfolio and Journal (10 Points): Each student will turn in a research portfolio that includes copies of scholarly articles, field notes, notes from films and class presentations, journal entries, and a two-page reflective essay. Basically, you should begin to take critical reflection notes from Day One. More details will be provided during the semester.

Meetings with the Instructor: Two or three times during the 7.5 week course session, students (either individually or in small groups) are expected to meet virtually with the instructor to discuss their participation in the class research project. The students should submit an agenda for this meeting by the morning of the scheduled meeting.

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Late Papers: Since timely completion of the assignments will greatly facilitate class discussions and our joint work on the research project, all late assignments will be docked 5 points for each day it is late.

Required(?) Books (Selections of Each – from the UA Library Website)

Browse the journal *Action Research* using “Find a Journal” on the UA Library website.

Cammarota, Julio and Michelle Fine. 2008. *Revolutionizing Education : Youth Participatory Action Research in Motion*. New York: Routledge.

Greenwood, Davydd J. and Morten Levin. *Introduction to Action Research: Social Research for Social Change*. Thousand Oaks, CA: Sage Publishing, 2006. (Paperback, \$50.95), (ISBN= 1412925975).

Israel, Barbara A. et al., 2013. *Methods for Community-Based Participatory Research for Health* 2nd Edition. San Francisco: Jossey-Bass. (Selections, available Online through the UA Library Catalog)

Course Outline and Readings

Rhythm of the Course

The general flow of the course: I post a PPT to VoiceThread on Sunday or Monday. It will include background information, a discussion of the required readings as well as your mission for the week. Over the next several days you will do the readings and viewings and participate in the VoiceThread. You should try to incorporate insights from the course material into your group projects. You should be ready with very thoughtful, nuanced questions for our guest speakers, especially for our more focused discussions starting in week 4. You should also prepare follow-up questions for our speakers to delve deeper into the material.

Pre-Week: Introduction to the Course and Each Other and a Chance to Breathe

March 11 - 14

Videos: Internet Sources on the Rohingya and the Lost Boys

Assigned: VoiceThreads: Personal Introductions and Introduction to the Class (0 Points)

Week 1 Introduction to CB-PAR and Our Class

March 14 - 20

Readings: Stoecker, “Are Academics Irrelevant? Roles for Scholars in Participatory Research” (Library)

Lac and Fine, “The Good, The Bad, and The Ugly: An Autoethnographic Journey on Doing Participatory Action Research as a Graduate Student” (Library)

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Sarah De Los Santos Upton “The Co-Conspiring Methodology: An Invitational Approach to Action Research”

Simmons, “Notes on Community-Based Participatory Action Research and Service Learning for the HRTS Program”

Cornwall and Jewkes, “What is Participatory Research?” (especially section on Problematizing Participation)

Greenwood and Levin, Chapters 1 and 10

Cammarota and Fine, Chapters 1 and 2 (Recommended)

Simmons and Feldman, “Critical Ethnography for Human Rights” (D2L, Recommended)

Simmons, “Making the Teaching of Social Justice Matter”, p. 256-261 (D2L, Recommended)

Video: *Cultural Humility in Community Based Participatory Research & Education* (YouTube, <https://www.youtube.com/watch?v=SaSHLbS1V4w&t=482s>)

Assigned: VoiceThread – Intro to Action Research (10 Points)
Decide on Groups for Group Projects

Week 2 The Two Class Projects: The Lost Boys and the Rohingya

March 21 - 27

Readings: Save the Children, *The Unaccompanied Minors of Southern Sudan* (D2L)
Frieder, “The Rohingya Artolution: Teaching Locally Led Community-based Public Art Educators in the Largest Refugee Camp in History” (Internet)
UNICEF, “Art Brings Light to Darkness: UNICEF- Supported Community Arts Projects in the Rohingya Camps” (Internet)
Fortify Rights, “The Torture in My Mind” (Internet)
Sultana, “Rohingyas in Bangladesh: Owning Rohingya Identity in Disowning Spaces”
Simmons et al., “Positive Peacebuilding between Rohingya Refugees and Host Communities” (D2L)
Carlson, Cacciatore, and Klimek, “A Risk and Resilience Perspective on Unaccompanied Refugee Minors” (Library)
Articles on Poly-Victimization as Relevant
Simmons, “Human Rights Winners” (D2L)
Other Background Readings on Class Projects

Videos Jany Deng, TedTalk (YouTube)
The Good Lie (UA Library Catalog)
BBC, Return of the Lost Boys of Sudan (<https://www.youtube.com/watch?v=O6eI-YM1EsE>)
Lost Boys Found Oral Histories (ASU Website)
Emmanuel Jal: The Music of a War Child (YouTube)
The Lost Boys of Sudan (POV Website, Optional)
Marlowe, *Rebuilding Hope* (Library)
God Grew Tired of Us (Optional)
“Rohingya Refugees Find Hope through Art” (YouTube)
“The Boy and the Tiger” (YouTube)
Other Videos TBA

Guests: Kuol Awan and Jany Deng, Lost Boys Center for Leadership Development

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Suza Uddin and Max Frieder, Artolution and Ishrat Zakia Sultana and Bulbul Siddiqi, North South University

Assigned: VoiceThread on the Lost Boys and the Rohingya, Including Some Information on Crafting Literature Reviews (10 Points)

**Week 3 Ethical Issues Working with Communities Including Sustainable Relationships
March 28 – April 3**

Readings: Greenwood and Levin, Chapters 4, 7, and 8 (Recommended)
 Duran et al., “Developing and Maintaining Partnerships with Communities” (Internet)
 Flicker et al. “Developing a CBPR Partnership – Getting Started”
 Greene-Moton et al., “Trust and Communication in a CBPR Partnership: Spreading the “Glue” and Having it Stick” (Internet)
 Israel, B. A., Krieger, J., Vlahov, D., “Challenges and Facilitating Factors in Sustaining Community-Based Participatory Research Partnerships: Lessons learned from the Detroit, New York City and Seattle Urban Research Centers” *Journal of Urban Health*, 83(6), 1022-1040.
 Glass et al., “The Ethical Stakes of Collaborative Community-Based Social Science Research” (Library)
 Brydon-Miller and Greenwood, “A Re-Examination of the Relationship between Action Research and Human Subjects Review Processes”
 Internet Readings on Creating Literature Reviews

Assigned: CITI IRB Training Certificates and VoiceThread on Ethical Issues in CB-PAR (10 Points)
 Draft Annotated Bibliography of Academic Sources for Each Group (5 Points)

**Week 4 Action Research as Science and Knowledge Co-Generation
April 4 – 10**

Readings: Warren et al. “Is Collaborative, Community-Engaged Scholarship More Rigorous Than Traditional Scholarship? On Advocacy, Bias, and Social Science Research” (Library)
 Greenwood and Levin, Chapter 7
 Valerie Miller and Maria Suarez Toro, “Resonance and the Butterfly Effect: Feminist Epistemology and Popular Education” (D2L)
 Minkler, M. (2010). Linking science and policy through community-based participatory research to study and address health disparities. *American Journal of Public Health*, 100 (Supplement 1), S81-87.
 Israel, et al. Chapter 6 (Recommended)
 Tashakkori and Creswell, “Envisioning the Future Stewards of the Social-Behavioral Research Enterprise” (Recommended)

Video: *A Bridge Between Communities*

Assigned: VoiceThread on Knowledge, Ignorance, and CB-PAR
 Updates on Group Projects

Guests: More Focused Discussions with Our Community Partners

**Week 5 The Academic Literature Review and Its Place in CBPAR
April 11 - 17**

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- Readings: Leedy, Review of the Related Literature (D2L)
Other Readings TBA
- Assigned: Updates on Group Projects: With Draft Literature Review (10 Points)

Week 6 Participatory Media Methods in Human Rights Projects

April 18-24

- Readings: Milne et al., *Handbook of Participatory Video* (Especially chapters 14, 15, 16, 24, Library)
Walsh, “Critiquing the Politics of Participatory Video and the Dangerous Romance of Liberalism” (Internet)
Flum, M. R., Siqueira, C. E., DeCaro, A., & Redway, S. (2010). Photovoice in the workplace: A participatory method to give voice to workers to identify health and safety hazards and promote workplace change - a study of university custodians. *American Journal of Industry Medicine*, 53(11), 1150-1158.
Allen, D., & Hutchinson, T. (2009). Using PAR or Abusing Its Good Name? The Challenges and Surprises of Photovoice and Film in a Study of Chronic Illness. *International Journal of Qualitative Methods*, 8(2), 116-128.
Lykes and Scheib “Visual Methodologies and Participatory Action Research: Performing Women’s Community-Based Health Promotion in Post-Katrina New Orleans”
Concept Paper: “Their World: Experiencing Forced Migration through the Eyes of Rohingya Children” (D2L)
Simmons et al., “Using the UN Principles and Guidelines in Local Participatory Campaigns to increase Dignity, Empowerment, and Inclusion among Individuals Who Have Personally Faced the Challenges of Leprosy: A Comparison of Three African Countries” (D2L)
- Videos: Participatory Video Filmmaking – Short Films on YouTube
Videos from the “Leprosy” Project
- Assigned: VoiceThread on Research Methods Appropriate to Group Projects and Other Relevant Issues (10 Points)

Weeks 7-8 Class CB-PAR Project

April 25 – May 5

- Readings: TBD
- Assigned: Groups should expect to have a draft of their final project and to meet with the Instructor early during week 6. (10 Points)
At the beginning of week 7, students post draft reports on their group projects on Voice Thread. Their colleagues comment on the draft reports. We’ll also compare the 4 projects especially in the context of the course material. Last day of class – revised class project reports are posted on VoiceThread. (15 Points)

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HRTS 541: Advancing Human Rights through Documentary Media

Fall II 2022, Oct 13-Dec 7

Professor Beverly Seckinger

Contact: bsecking@arizona.edu

Zoom Office Hours: By appointment

Catalog Description

This course surveys current models for making and using documentary media in the service of human rights practice and activism. Interrogating concepts such as witness, testimony and evidence, historical memory, transmedia storytelling and convergence, strategic partnerships and impact campaigns, and emergent participatory frameworks, the course explores a variety of approaches to media production, exhibition, distribution and advocacy. Each course module includes interactions with filmmakers and/or media activists in the field via video conferencing; exploring media products such as films, websites and online tutorials; and critical and practical readings. Students will develop term projects in consultation with the instructor.

Course Technology

You will need to know how to work with the UA's student computer access system – D2L. A link to the Launch Pad tutorial can be found on the class D2L page. Further, please sign on to the GHRD web platform as a MA student as this will be our user platform for aspects of the course like external participants. The link is located at www.globalhumanrightsdirect.com If there are any problems or questions about these links, please contact me or Human Rights Practice Program Manager Mette Brogden (metteb@email.arizona.edu) for assistance.

Course Objectives

During this course students will:

1. Explore a variety of documentary films, digital media platforms and projects, and outreach/impact campaigns dedicated to advancing human rights.
2. Develop a critical framework and vocabulary for interrogating the aesthetics and politics of documentary representation: issues of voice and structure, and the power relations among makers, subjects/participants/characters and audiences.
3. Engage with distinguished filmmakers and media activists in the field through live videoconferences.

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4. Engage with fellow students in discussions via D2L on screenings, readings, and guest presentations.
5. Read critical and practical scholarship about current approaches to producing and using documentary media for human rights work

Learning Outcomes

By the end of the course students will be able to:

1. Articulate a critical framework and vocabulary for discussing documentary media and outreach/impact/engagement strategies.
2. Apply these concepts by researching and developing a proposal for a project addressing a current human rights issue (e.g., a proposal for a short film, podcast, participatory project, web-based project, screening event, impact campaign, etc).

Course Requirements

Attendance and participation (60%)

Students are expected to “attend” all sessions – either live or via recorded video feed, according to the schedule provided in the online D2L system. Students will have a window of time in which to watch and react to class sessions. It is imperative to keep up with the assignments and discussions.

Online discussion forums provide the primary space for class members to engage with the material and each other, and are an essential component of the course. Students will generate discussion questions and respond to questions posed by others.

Term project (40%)

In consultation with the instructor, students will research and develop a **proposal** for a project addressing a current human rights issue. The proposed project could be a short film, podcast, or website; a single screening event or an impact campaign; a participatory media project.

Another option would be to develop an **annotated bibliography and/or filmography** around a specific issue. I will schedule Zoom sessions with each of you during the first couple weeks of the course to jumpstart these projects.

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Workload Expectations

For this 7.5-week online graduate-level course, students are expected to have at least 20-22 hours of workload each week. The class includes a mix of webinars with guest presenters, readings, films to screen and websites to explore, class discussions via written discussion boards (and possibly also VoiceThread), and term projects developed in consultation with the instructor.

Attendance

Attendance, preparation, and participation from all students are crucial for the success of this course. The UA’s policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Grades

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> and <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete>.

Your grade will be determined as follows:

90% and above	A
80-89%	B
70-79%	C
60-69%	D
59% and Below	E

Accessibility and Accommodations:

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At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

Other Course Policies

Appropriate Conduct

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/threatening-behavior-students>.

For more information on appropriate and inappropriate student conduct, see <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>
<http://policy.web.arizona.edu/disruptive-behavior-instructional>
<http://policy.web.arizona.edu/threatening-behavior-students>

Notification of Objectionable Materials

This course contains material that some students may find objectionable. If you believe material to be covered will be objectionable, you should consult with the Instructor as soon as possible to discuss potential alternative materials and assignments.

Confidentiality of Student Records

As required by law under the Family Educational Rights and Privacy Act of 1974 (FERPA), student records are confidential. This law and its applicability to your educational records may be accessed at:

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Changes to the Syllabus

Information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WARNING!

Cheating and plagiarism will not be tolerated. Plagiarism includes not only the exact duplication of an author's words but also an unacknowledged close paraphrase. When in

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doubt give a citation. **SPECIAL NOTE:** Be sure not to plagiarize when preparing case materials. Students should be especially careful when cutting and pasting material from cases, briefs, and other sources. Use quotation marks and/or citations where appropriate.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Required Readings will be distributed/assigned through D2L.

SCHEDULE OF TOPICS AND GUESTS

Guest speakers and their projects have been selected to present distinctive, diverse examples of ways in which documentary media can engage with human rights work.

Week 1—Changing the World with Media: The [Skylight](#) Model

Complete [Skylight Master Class](#) on Human Rights Media

Guest Presenters: Pamela Yates, Paco de Onis (Oct 24)

The Skylight Master class is an online platform incorporating text with high quality film clips to present Skylight’s innovative method for making and using film to create social change. It is recommended for people interested in filmmaking and documentaries, as well as people interested in human rights and social change. The presentation is self-timed, allowing the participant to move through it at their own pace. The average time to fully participate in this guided learning experience is approximately 6 hrs. The Master Class platform includes numerous opportunities for online interaction with the Skylight team, and with fellow students.

[Skylight](#) (Pamela Yates, Paco de Onis, Peter Kinoy):

At Skylight, we use media to inspire, envision and build a better world. Our partners in this work are human rights leaders around the globe who recognize the power of compelling narratives to change how people see themselves and others, moving societies toward greater justice and equality.

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At Skylight we don't simply tell stories about human rights – we engage people in activism to promote international human rights. We create media with people; collaborating with community leaders, grassroots organizations, and NGOs to create media that tells their stories, and strengthens their efforts. We show with pathways forward by not only documenting the plight, but also the fight. We show the process of incrementally creating change. We make our films widely available to NGO's and international educators through Academic Screening Packages and Screening Kits. We increase impact and engagement by creating platforms and new media technologies that makes it easy for people to engage with social issues.

Select two films to view via Kanopy:

Granito

500 Years

The Reckoning

State of Fear

The companion transmedia project, *Granito: Every Memory Matters* (www.granitomem.com) has been created as an online intergenerational, interactive public archive of memories that uncovers the history of the Guatemalan genocide.

Read:

“Introduction: Screen Media and Witnessing Publics” in *Creating the Witness*

“*Granito*: An Interview with Pamela Yates”

“*State of Fear* and Transitional Justice in Peru”

Skylight profile in *Documentary Magazine*

[“Fleeing death in Guatemala, two Ixil Maya activists hope to continue their defense of indigenous rights from the U.S.—if they can stay.”](#) Jazmine Ulloa, *Boston Globe*, May 2, 2021

“Columbia is in turmoil. Biden must push it toward dialogue.” Adam Isacson, NYT Guest Essay, May 12, 2021.

Week 2—Participatory Documentary and Refugee Youth: Mapping Memories

Guest Presenter: Liz Miller, Concordia University, Montréal (Oct 31)

<http://www.mappingmemories.ca/>

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While migration is one of the biggest issues of our time, few of us really understand the challenges that refugee youth encounter. All too often, refugee narratives are written by writers or journalists who stress the violence an individual has endured, without also depicting the complexity of what comes after. Mapping Memories (2007-12) offered over a hundred young individuals the opportunity to recount their stories on their own terms. The photos, exhibits and videos that emerged from this project have been used to build understanding about refugee rights and the diversity of refugee experiences in classrooms, with decision makers and with the larger public.

Self-described "story sherpa" Miller will also share her 2013 project [EN LA CASA, LA CAMA, Y LA CALLE](#), made in collaboration with Nicaraguan women's rights group, Puntos de Encuentro, as it works to end sexual violence at home, in bed and in the streets through a powerful blend of mainstream media and grassroots organizing.

Read: *Going Public: The Art of Participatory Practice*

“Going Places: Helping Youth with Refugee Experiences Take Their Stories Public”

Week 3—Using available technology to document human rights abuses: [WITNESS](#)

Guest Presenter: [Natalia Guerrero](#), Communications for U.S. Program (Nov 9)

WITNESS makes it possible for anyone, anywhere to use video and technology to protect and defend human rights. The majority of the world’s population now has a camera in their pocket. People everywhere are turning to video to document and tell stories of abuse. But all too often, they are not filming safely or effectively, and their videos don’t make a difference. Witness identifies critical situations and teaches those affected by them the basics of video production, safe and ethical filming techniques, and advocacy strategies.

Read:

“Human Rights Made Visible: New Dimensions of Anonymity, Consent and Intentionality”

“The Participatory Panopticon and Human Rights: WITNESS’s Experience Supporting Video Advocacy and Future Possibilities”

“Ubiquitous Witnesses: Who Creates the Evidence and the Live(d) Experience of Human Rights Violations?”

Video for Change: A Guide for Advocacy and Activism (excerpts)

- <https://elgrito.witness.org/about-the-project/>
- <https://lab.witness.org/berkeley-copwatch-database/>

<https://lab.witness.org/legal-video-advocacy-a-small-step-towards-decarceration/>

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Week 4—Creating Social Impact through Character-Driven Stories: *The Pushouts*

Guest Presenter: Dawn Valadez (Nov 16)

[*The Pushouts*](#) tells the story of millions of young people in the U.S. referred to as “dropouts” who, more often than not, are pushed out of school for reasons beyond their control. Through the lens of teen gang member turned professor [Victor Rios](#), forty pushout youth and a transformative summer in Watts, *The Pushouts* interrogates crucial questions of race, class, and power at a particularly urgent time. Via national screening and discussion tours with key audiences (e.g. middle and high school students, teachers and administrators, youth development workers, policymakers and others); the creation of short form media content and through periodic calls to action, *The Pushouts*’ impact campaign works with partner organizations and within movements toward the transformation of a status quo that stigmatizes and criminalizes, rather than educating and offering meaningful opportunities, to countless deserving, talented, and overlooked and underserved youth.

Watch: *The Pushouts*

Read:

Karen Everett, ["Squeezing Reality into Three Acts: What Documentary Storytellers can learn from Screenwriters"](#) *Release Print*, March-April 2006

["Beyond Empathy"](#) Sonya Childress, Firelight Media Director of Partnerships and Engagement, blog

[Interview](#) with Directors Katie Galloway and Dawn Valadez

[Victor Rios TED Talk](#)

[Impact Field Guide and Toolkit](#) from Doc Society

Electronic press kit from film page on Good Docs website

Week 5—Impact Redux: A Kid’s-Eye View of Gender in *Mama Has a Mustache*

Guest Presenter: Sally Rubin (Nov 21)

[Mama Has a Mustache](#) is a short, quirky, fully animated documentary about gender and family, as seen through children’s eyes. Each of the twelve children interviewed for the film comes from a diverse background; some of the kids identify as transgender themselves, some as nonbinary, they all have parents who identify somewhere outside the traditional gender spectrum, and come from ethnically diverse backgrounds. Driven completely by audio interviews of kids ages five to ten, the film uses these sound bytes combined with clip-art and mixed media to explore how children are able to experience a world outside of the traditional gender binary.

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Watch:

Mama Has a Mustache

Read:

Teaching Toolkit and Discussion Guide for film

Week 6: Indigenizing Digital Storytelling: nDigiDreams

Guest Presenter: Brenda (B.Kay) Manuelito, nDigiDreams (after Thanksgiving)

<http://www.ndigidreams.com/index.html>

YouTube nDigiStories channel:
<https://www.youtube.com/channel/UCB0v5fqhrB0BW4pYPFWpVwA/featured>

nDigiDreams is a woman-owned and indigenous-focused consulting and training company that specializes in media production, instructional technology and digital storytelling with a focus on health, education, policy, and cultural preservation. Over the past ten years, they have travelled to numerous tribal reservations, villages, and urban centers to train hundreds of Native community members ranging from 9 to 83 years of age in this participatory media technique.

Through the first-hand creation of a personal digital story, workshop participants are given the opportunity to reflect, share, heal, and commit themselves to new actions and behaviors that will create social change and justice for the betterment of Our People. In the past couple of years, nDigiDreams has conducted virtual workshops to facilitate the creation of digital stories about the COVID-19 pandemic.

Read:

“NICOA and nDigiDreams Team UP for Elder Storytelling Project”

<https://www.nicoa.org/nicoa-and-ndigidreams-team-up-for-elder-storytelling-project/>

“Native Women Rising: Ending Violence and Healing through Digital Storytelling,” *Indian Country Today* (Sep 30, 2013)

<https://indiancountrytoday.com/archive/native-women-rising-ending-violence-and-healing-through-digital-storytelling-1DpNe2osxES-fwn3OGgEmg>

“Workshop Participants Use a New Medium for an Age-Old Activity,” *Navajo Times*, (March 2010)

<https://www.navajotimes.com/education/2010/0310/032510digital.php>

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“Digital Storytelling: An Emergent Method for Health Promotion and Research”

Watch: [nDigiDreams digital story examples](#)

Week 7 Peer feedback on term projects

**HRTS 495a/595a: Human Rights Across Contexts:
The Human Rights of LGBT Persons**

7 WK II – Summer Session 2022 (May 16-July 1)

Instructor: Raymond A. Smith, Ph.D., LL.M. (he/him)

E-mail: raymondsmith@email.arizona.edu

Class Format: Asynchronous online, 4 credits

Office hours: Online by appointment

Course dates: July 6-August 21, 2020

Course description

Over the past decade, LGBT issues have moved from the periphery of global affairs to a major topic in international human rights. This course will provide a detailed examination of how these issues have evolved and how they have been addressed at the UN and in other international forums, as well to a lesser extent at the national and regional levels. The course will also emphasize strategies, tools, and forums employed by human rights practitioners. Readings, assignments, online asynchronous forums, and synchronous sessions will be combined to solicit input from course participants and to promote dialogue and discussion. This online course will span seven weeks with seven asynchronous (largely self-paced) online sessions and several additional synchronous online sessions.

Student learning outcomes

In this course, students will learn to

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- Explain major terms, concerns and debates with regard to the human rights of LGBT persons;
- Critique the evolving position of sexual orientation and gender identity (SOGI) under international law and within the global human rights paradigm;
- Identify a range of LGBT-related policy areas including decriminalization, discrimination, violence, health, de-stigmatization, partnership and family issues, and intersex rights;
- Analyze the role of civil society, states; and intergovernmental organizations in the protection of the human rights of LGBT persons;
- Develop a policy brief, op-ed, or similar short such article on a topic relevant to the course.

Course requirements

A new lesson will become be made available at the start of each week via D2L. Most weeks, there will be a synchronous session involving discussion among the instructor, students, and some weeks also a guest speaker who is a human rights practitioner.

Each week, all students are expected to review and complete the lesson, which consists of slidesets, videos, and readings. Short written assignments are included for most of the weeks, and there will be an online forum dedicated for that week's assignment available on the D2L website. For each assignment, students are also encouraged to post comments on other students' postings, with a minimum of 10 comments required across the span of the course. There will also be a Practitioner Product assignment, which will be presented during the final synchronous session. Specific assignments and deadlines will be provided as part of each week's lesson.

Participation in synchronous sessions: There will be several synchronous sessions, often including guest speakers, at times to be scheduled once the course begins. Students are urged to arrange their schedule to allow participation in all synchronous sessions. Participation includes attendance and active involvement during the session, including possible interaction with guest speakers. Students who are unable to attend a specific synchronous session will be offered an alternative assignment. Participation is worth 20% of the overall course grade.

Practitioner Project: Each student will produce a draft of a short policy brief, op-ed, or similar article (750-1000 words) on a topic relevant to the human rights of LGBT persons and agreed up on with the instructor. The practitioner project will be worth 30 points and will include several steps including defining a topic, developing an outline, presenting the project to other students, and submitting the completed project. Students are encouraged, but not required, to aim for their article to in a style and of a quality level to be published on a blog or other online forum. (For grad

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students, a completed version of the Practitioner Project are required; undergrads are required only to submit a first draft/extended outline, although a second draft may be submitted for purposes of receiving further feedback from the instructor.)

Lesson assignments: Most lessons will also include a written assignment (target length: 200-300 max. words). All students are required to complete any five of the lesson assignments; those who submit a sixth assignment will have the lowest of the six grade dropped. Lesson assignments are to be submitted via the designated discussion forums on D2L. Module assignments are each worth 8 points each towards the overall course grade, for a total of 40 points. The specific lesson assignments are provided as part of each lesson when it becomes available on D2L.

Peer comments: All students are required to post at least one substantive comment, by the specified deadlines, on 10 different postings by fellow students (target length: 100 words). Peer comments are worth 1 point each; therefore students should aim to provide at least 10 comments to peers over the span of the course. The requirement for 10 comments is a minimum, not a maximum.

A “substantive comment” is, by definition, one that meaningfully engages with the substance of what another student has posted. Therefore, brief comments such as “I agree” or “good point” are okay to make, but they do not count as being substantive comments. Students are encouraged to reply to their peers’ comments. However, it is crucial to remember that many different people will hold many different views on political issues. Therefore, please always keep in mind that this is an academic course, and all comments must be based on facts and analysis rather than purely on feelings and emotions. This is not to say that you should not express your views and opinions, but that it is essential to always be respectful of others. Rude, insulting, antagonistic, or otherwise inappropriate remarks will not be tolerated.

An unmoderated “Open Forum” will also be available where students can post links and other items that are of general interest, though these should still have relevance to the course. D2L is not the appropriate forum for extended conversations. After two exchanges, students should move further conversations to e-mails among those interested or to another venue outside of the course D2L website.

Course Policies

An entire course completed over the brief span of 7 weeks can be challenging and requires solid time management. Please plan your schedule accordingly and do not allow work to “pile up” or “wait until the last minute” to meet deadlines. Students are responsible for knowing about and meeting all requirements and deadlines.

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Extensions on deadlines cannot be provided without documented evidence of serious illness, family emergency, or comparable circumstances. No “extra credit” can be earned in this course, and work submitted late is subject to a substantial late penalty.

If at any time you have a problem with a deadline, a course requirement, or anything else that may affect your participation in the course, please contact me as soon as possible. I will work with you to resolve any problems, but can’t do so unless I know about them.

For further information about the University of Arizona’s Program in Human Rights Practice, please visit the website at <https://humanrightspractice.arizona.edu/>

Disability Accommodations

Qualified students with documented disabilities will receive appropriate accommodations in this course. Please contact me early in the semester to discuss.

Communication Policy

Students should feel free to contact the instructor by e-mail, which will be responded to within two working days. Unless otherwise noted, all coursework should be submitted through the course website on D2L rather than via e-mail.

UA Academic Policies Website: <https://academicaffairs.arizona.edu/syllabus-policies> This site includes information regarding: absence and class participation; threatening behavior; accessibility and accommodations (Disability Resource Center); the code of academic integrity; non-discrimination and anti- harassment policy

Additional Resources for Students

- UA Non-discrimination and Anti-harassment policy:
<http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf>
- UA Academic policies and procedures are available at: <http://catalog.arizona.edu/2014-15/policies/aaindex.html>
- Student Assistance and Advocacy information is available at:
<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records: Confidentiality policy of the University of Arizona: <https://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa>

Preferred Gender Pronoun: This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me

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know. Feel free to correct instructors on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me directly in class or via email (instructor email). If you wish to change your preferred name or pronoun in the UAccess system, please use the following guidelines:

Preferred name: University of Arizona students may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student’s preferred name will appear instead of the person’s official/legal first name in select University-related systems and documents, provided that the name is not being used for the purpose of misrepresentation. Students are able to update their preferred names in UAccess.

Pronouns: Students may designate pronouns they use to identify themselves. Instructors and staff are encouraged to use pronouns for people that they use for themselves as a sign of respect and inclusion. Students are able to update and edit their pronouns in UAccess.

More information on updating your preferred name and pronouns is available on the Office of the Registrar site at <https://www.registrar.arizona.edu/>

Grading/evaluation: Following are the evaluation criteria for the required coursework along with the points assigned to each activity.

Assignments with evaluation criteria	Maximum Points 100
Weekly assignments 5 responses x maximum of 8 points each, based on timely submission, the relevance of the answer to the specific question(s) asked, the thoroughness of the answer, and effective use of course materials (target length: 200-300 max. words).	40
Online peer comments One point each for 10 opportunities for comments on lesson assignments posted by peers (target length: max 100 words)	10
Practitioner Project Completion of a policy brief, op-ed, or similar article (target length: 750-1000 words), comprising several steps including defining a topic, writing an	30

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outline, presenting the project in a synchronous session, and submitting the completed project (or for undergrads, a solid draft).	
<p>Participation in synchronous sessions</p> <p>Participation includes attendance and active involvement during the lesson, and may include interaction with guest speakers</p> <p><i>Participation in synchronous sessions is an intrinsic part of the course and is highly encouraged. Alternative assignments will be provided for those unable to participate in a particular synchronous session.</i></p>	20

This course is graded according to UA’s “regular” grading system, where A, B, C, D, and E letter grades translate into 4, 3, 2, 1, and 0 GPA points, respectively. Additional University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>. Requests for incomplete (I) or withdrawal (W) actions must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal>, respectively. It is your responsibility to know and to meet all university requirements and deadlines.

About the Instructor

Raymond A. Smith, Ph.D., LL.M. (pronouns: he/him/his) is a member of the Executive Committee and a faculty member of the Program in Human Rights Practice at the University of Arizona. He is also an Adjunct Associate Professor with the New York University (NYU) School of Professional Studies, including its Center for Global Affairs. His most recent publication (2019) is the book *Extending International Human Rights Protections to Vulnerable Populations*. You can read more about his background at <https://humanrightspractice.arizona.edu/people/raymond-smith>

Course Readings

Queer Wars, by Dennis Altman and Jonathan Symons (Polity: 2016)

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Available via the University of Arizona libraries at: https://arizona-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01UA_ALMA51531024990003843&context=L&vid=01UA&lang=en_US&search_scope=Everything&adaptor=Local%20Search%20Engine&tab=default_tab&query=any,contains,queer%20wars

Also available in e-book and paperback via Amazon:

https://www.amazon.com/Queer-Wars-Dennis-Altman/dp/0745698697/ref=sr_1_1?ie=UTF8&qid=1503206345&sr=8-1&keywords=queer+wars

Many other course readings, with links and/or PDFs, will be posted as part of each week's lessons. These will include primary documents, secondary analyses, and other materials.

Course Calendar

(This is the anticipated course calendar, but may be subject to some modification as the semester progresses. Note that all dates and times refer to the Tucson, AZ time zone. Readings and assignments will be included as part of each weekly lesson on D2L. Synchronous sessions will be scheduled once the course begins.)

Lesson 1 (Week of May 16): Key Terms and Concepts in the Human Rights of LGBT Persons

- *Lesson 1 assignment due to D2L by Monday, May 23 at 10pm. Peer comments due by Friday, May 27 at 10pm.*

Lesson 2 (Week of May 23): The Human Toll of Homophobia, Transphobia, and Related Forms of Intolerance

- *Lesson 2 assignment due to D2L by Wednesday, June 1 [note extension due to Memorial Day holiday] at 10pm. Peer comments due by Friday, June 3 at 10pm.*
- *Practitioner Project topic and descriptive paragraphs due on Friday, May 27 at 10pm.*

Lesson 3 (Week of May 30): Global Debates over Sexual Orientation and Gender Identity

- *Lesson 3 assignment due to D2L by Monday, June 6 at 10pm. Peer comments due by Friday, June 10 at 10pm.*

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Lesson 4 (Week of June 6): Framing the Human Rights of LGBTI Persons

- *Lesson 4 assignment due to D2L by Monday, June 13 at 10pm. Peer comments due by Friday, June 17 at 10pm.*
- *Practitioner Project outline due on Friday, June 17 at 10pm*

Lesson 5 (Week of June 13): The Role of Civil Society

- *Lesson 5 assignment due to D2L by Monday, June 20 at 10pm. Peer comments due by Friday, June 24 at 10pm*

Lesson 6 (Week of June 20): The Role of States

- *Lesson 6 assignment due to D2L by Friday, June 27 at 10pm. Peer comments due by Friday, July 1 at 10pm.*
- *Practitioner Project first 2-4 paragraphs due on Friday, June 24 at 10pm*

Lesson 7 (Week of June 27): Case Study of LGBT Rights in the US

- *Practitioner Project completed assignment due on Friday, July 1 at 10pm.*

Note: The information contained in this course syllabus may be subject to change with reasonable advance notice, as deemed necessary and appropriate by the instructor.

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**HRTS 596B, Cutting-Edge Advances in Human Rights
Protected Areas and Indigenous Rights
7.5 Weeks, Fully Online**

Instructors

<i>Bill Simmons</i>	williamsimmons@arizona.edu	480.388.0718
<i>Victoria Vertein</i>	vvertein@arizona.edu	
<i>Paul Kilpatrick</i>	pwkilpatrick@gmail.com	

Office Hours: by appointment

Catalog Description

HRTS 596B will change focus each time it is offered within a calendar year to address any of the following: new research questions and methods; emergent conditions and their impacts on specific locales or identity groups; new and/or developing approaches to advocacy, justice-seeking, or violations recovery; or theoretical advances in law, advocacy, or preventing violations. Course inputs will provide background to critical issues confronting human rights actors, and discussions will develop/assess the means for addressing and potentially even alleviating the problems. The course may be taken up to three times on different topics.

Course Description

While most of the major players on the world stage have praised the recent push for 30% of the earth’s land and sea to become conservation areas by 2030, indigenous peoples have pushed back citing decades of human rights abuses stemming from similar but more local initiatives. Proponents of the 30 x 30 initiative cite its purported effects on climate change and biodiversity, but they too often neglect the experiences and knowledges of indigenous peoples. The UN Special Rapporteur’s (SR) 2022 report on protected areas added similar concerns with the Post-2020 Global Biodiversity Framework, the 2030 Agenda for Sustainable Development, and the push for a human rights-based approach in creating UNESCO cultural heritage sites. The SR José Francisco Calí Tzay stated in his report to the 77th session of the General Assembly in October 2022, “While the expansion of conservation is laudable, not enough assurance has been given to indigenous people that their rights will be preserved in the process.”

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Abuses against Indigenous Peoples in the name of conservation have included forced eviction, extra-judicial killings, widespread sexual violence, and persecution. Often states and business interests resort to what has been called green militarism or fortress conservation at great risk to Indigenous Peoples who are physically prevented from access to their ancestral lands. Several indigenous groups filed reports which informed the October 2022 report of the Special Rapporteur, and a significant amount of activism and advocacy is taking place. But the perspectives of Indigenous Peoples continue to be sidelined in the rush to make conservation a reality.

This extremely ambitious and innovative course will be led in the most part by leaders of 5 indigenous groups from 3 continents who will take turns serving as the instructors each week. The UA students from this class will work with those communities and the extern support team of the Special Rapporteur to draft follow-up reports that show how recent global conservation efforts can lead to human rights abuses against indigenous peoples. The teams will then develop an alternative vision of conservation that draws upon their indigenous epistemologies. This experience will create a community of practice made up of students, community members, faculty, and the UN Special Rapporteur and his external support team that will then work in subsequent classes to further the cause of Indigenous Peoples based on their needs.

Course Technology

You will need to know how to work with the UA’s classroom management system or portal – D2L (<https://d2l.arizona.edu>). Several helpful links are on the class D2L page, including tips on using D2L, netiquette, and tech support links. Also, please register on the GHRD web platform at <https://globalhumanrightsdirect.arizona.edu/>. If there are ANY problems or questions about these links, by all means contact me or Mette Brogden, the Program Manager for the Human Rights Practice program and we will work with you to sort these issues out.

Communicating with the Course Facilitator

I am available through my UA email and can be available on Zoom, WhatsApp, or Signal (but best to notify me by email that you desire to talk). Addresses are provided above. If several students want to meet at the same time about similar topics, I’ll set up a videoconferencing room on Zoom and we can then move there and meet via audio or video.

Learning Outcomes

By the end of the semester, it is expected that students will, *inter alia*, be able to:

1. Identify the common points of contention between “environmentalists” and indigenous groups in regards to conservation and protected areas
2. Explain how Indigenous languaging is essential to global understanding and respect for Indigenous lands, knowledge, and rights.

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3. Critically assess past, present and future conservation efforts and their impact on Indigenous Peoples.
 4. Discuss the role that indigenous epistemologies can play in developing alternative conservation and human rights policies.
 5. Draft sections of white papers for the United Nations and other international agencies and organizations.
 6. Understand how marginalized groups and NGOs can interface with UN special rapporteurs.
 7. Demonstrate increased cross-cultural communication skills.

Course Objectives

During this course students will:

1. Engage with external participants through guest video conferences including major scholars and activists in the field.
2. Read important recent works about advancing human rights.
3. Read important works on how to become more effective and critical activists for advancing human rights.
4. Organize and lead discussions with virtual guest speakers.
5. Engage in discussions via D2L with their colleagues on video conference guest lectures and the course readings.
6. Work in groups with other students and indigenous leaders to draft sections of a white paper on conservation and indigenous rights.
7. Participate in English Language Learning initiative with RMIB-LAC participants to advance English Language skills and networking.

Course Requirements

Participation in the Class Discourse (40 Points):

Students will be expected to regularly participate on the class discussion board which for most weeks will through VoiceThread on our class D2L page. Go to UA Tools in the top menu, and then choose VoiceThread. We will have seven (7) discussions and each of these will be worth ten (10) points, for a total of 70 points. A couple of these will likely be in the form of Problem-Based Learning assignments where students will work with the Instructor (and possibly community members) to address real-world problems. The grading for each VT will be based upon the rubric that is on D2L. For instance, in order to get the full 10 points during a week a student would contribute at least 5 or 6 substantive comments.

Class Projects (45 Points):

In the first week, students will choose which indigenous group they will work with throughout the semester. They will be expected to interact extensively with the community coordinator and any other members of their transnational teams. Students will help the

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coordinator with their presentations to the class and they will work to help produce the following two substantive outputs:

Section of White Paper: For each indigenous group we will produce a 4-5 page section of a white paper that will hopefully reside on the UN Special Rapporteur’s website at the UA. This will summarize abuses committed in the name of conservation, the current and possible future role of indigenous epistemology and indigenous stewardship, as well as a conclusion that lays out best practices.

Activist Lexicon: To begin the creation of a dynamic, as well as culturally and historically annotated, lexicon of human rights and biodiversity terms in the working languages of the UN as well as multiple indigenous languages. The lexicon will be textual, oral, and visual.

English Language Learning (15 Points)

In the first two weeks of class, students will work through asynchronous training sessions on participation in English Language Practice Groups. Synchronous practice groups will be held in weeks 3-7. Students will choose at least **TWO** practice group sessions to participate in. Each section (asynchronous training, Practice Group 1, Practice Group 2) will be worth 10 points.

Attendance and Participation: Students are expected to “attend” all class sessions – either live or via recorded video feed. This **MUST** be done in a timely fashion pursuant to the dates provided in the online D2L system. Students will have a window of time in which to watch and react to class sessions. It is imperative to follow the course and the discussions (along with the attendant assignments).

Workload Expectations

At the University of Arizona, in a semester-long course for **undergraduates**—one that lasts 15 weeks—students are expected to have at least 9 hours of workload each week. Since this is a 7.5 week course at the graduate level, students are expected to have a workload of approximately 20 to 24 hours each week. This is an online class with a mix of guest lectures, a few short video lectures by the instructor, readings, short assignments, and groupwork; all of which will vary each week. If you are putting in much more time than that, please contact the Instructor.

Attendance

Attendance, preparation, and participation from all students are crucial for the success of this course. The UA’s policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

All holidays or special events observed by organized religions will be honored for students who show affiliation with that religion. Absences pre-approved by the UA Dean of Students (or the Dean’s designee) will be honored (e.g. athletes, debate team, military absence, hospitalization, death in family).

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Grades

See this link for university grade policies: <http://catalog.arizona.edu/policy/grades-and-grading-system>

Your grade will be determined as follows:

90 points and above	A
80-89	B
70-79	C
60-69	D
59 and Below	E

Reasonable Accommodations

The instructor will be happy to work with students who require reasonable accommodations for disabilities or other circumstances.

Accessibility and Accommodations: At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu>) to establish reasonable accommodations.

Other Course Policies

Appropriate Conduct

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/threatening-behavior-students>.

For more information on appropriate and inappropriate student conduct, see <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>
<http://policy.web.arizona.edu/disruptive-behavior-instructional>
<http://policy.web.arizona.edu/threatening-behavior-students>

Notification of Objectionable Materials

This course contains material that some students may find objectionable. If you believe material to be covered will be objectionable, you should consult with the Instructor as soon as possible to discuss potential alternative materials and assignments.

Confidentiality of Student Records

As required by law under the Family Educational Rights and Privacy Act of 1974

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(FERPA), student records are confidential. This law and its applicability to your educational records may be accessed at: <http://www.registrar.arizona.edu/ferpa/default.htm>

Changes to the Syllabus

Information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WARNING!

Cheating and plagiarism will not be tolerated. Plagiarism includes not only the exact duplication of an author's words but also an unacknowledged close paraphrase. When in doubt give a citation. SPECIAL NOTE: Be sure not to plagiarize when preparing legal materials. Students should be especially careful when cutting and pasting material from cases, briefs, and other sources. Use quotation marks and/or citations where appropriate.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

Required Readings

Required readings will be distributed / assigned as needed through D2L or can be found through the UA library (<http://new.library.arizona.edu>) or on the Internet.

Course Outline and Readings

NOTE: For weekly objectives, see the Class D2L page.

NOTE: The course outline below includes fewer assigned readings and other materials as this is a problem-based learning course where our class projects and our community partners will dictate the directions that we pursue. We will all work together to determine appropriate readings and other class materials for each week.

Preface Week: Introduction to Each Other, the Course, and the Course Topics

Jan 11-15

Readings: A/77/238: Protected Areas and Indigenous Peoples' Rights: The Obligations of States and International Organizations - Report of the Special Rapporteur on the Rights of Indigenous Peoples (<https://www.ohchr.org/en/documents/thematic-reports/a77238-protected-areas-and-indigenous-peoples-rights-obligations-states>)
Do Internet searches for info about the class indigenous groups

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Assigned: VoiceThread - Personal Introductions (0 Points)
VoiceThread - Introduction to the Course (5 Points)

Week 2: Introduction to the Tension between Conservation and Indigenous Rights

Jan 15-21

Readings: Esther Majnen, “Selling green militarization: The discursive (re)production of militarized conservation in the Virunga National Park, Democratic Republic of the Congo” *Geo-Forum*, 2016
Submissions to the UN Special Rapporteur on Protected Areas and Indigenous Rights

Films: *Virunga*, dir. Orlando von Einsiedel (Netflix)

Guest: UN Special Rapporteur Francisco Calí Tzay and Dr. Elisa Marchi

Assigned: VoiceThread: (10 Points)

Week 3-6: Presentations and Discussions with Indigenous Leaders

Jan 22-Feb 25

Readings:

Guest: Nasir Uddin, University of Chittagong

Assigned: Several VoiceThreads (25 Points)

Week 7: Groupwork and Group Presentations

Feb 26-Mar 4

Last Day of Class: March 4, 2023 – YAY!

HRTS Class 543 Technology and Human Rights

Fall 2019

7.5 Weeks: August 26-October 16

Course Description

Information and communication technologies (ICTs) have been widely, and often uncritically, embraced as advancing the capabilities of human rights defenders and activists. While there is no doubt that technologies such as smart phones, social media networks, Geographic Information Systems (GIS), satellite imagery, encryption, and many others have empowered human rights worldwide, these same technologies have been used to surveil, harass, disrupt, and suppress individuals and groups seeking to advance human rights. This class will critically assess the capabilities and limitations of currently used and emerging ICTs in the contexts of human rights reporting, documentation, and advocacy. Students will work in groups to complete a shareable online report that documents the real-world challenges of implementing and utilizing established and emergent technologies in a particular human rights contexts. Scholars who study the ethical and political dimensions of technology and human rights as well as practitioners who are breaking new ground using technological applications for advancing human rights will guest lecture.

Course Objectives

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- To support the development of academic excellence, competence, and critical thinking in human rights (including new human rights and protecting human rights in a new context) and the social, political, and economic challenges connected to digital technologies.
- To create the pre-requisite curiosity for human rights practice and digital technology, enabling enough awareness to acquire the competence for working in positions that require the knowledge of digital solutions and human rights.
- To introduce the conceptual language, theories, and debates that are relevant in the study of human rights and digital technologies.
- To develop the skills necessary for critical and ethical technology assessment in the context of human rights practice.

Expected Learning Outcomes

- Identify and describe the range of technology applications used in human rights reporting, documentation, data sharing, and secure communications.
- Identify and describe the current, emergent capabilities, and limitations of information and communication technologies.
- Compare and contrast the affordances of information and communication technologies.
- Critically assess the affordances of particular media technologies and the risks and benefits of their utilization in particular human rights contexts.

Course Technology

You will need to know how to work with the UA's classroom management system or portal – D2L (<https://d2l.arizona.edu>). Several helpful links are on the class D2L page, including tips on using D2L, netiquette, and tech support links. If there are ANY problems or questions about these links, by all means contact me or Mette Brogden, the Program Manager for the Human Rights Practice program and we will work with you to sort these issues out.

Communicating with the Instructor

I am available through different modalities, but please first email me to set up a time. I regularly check my UA email. I am available on Skype or Zoom (please schedule through an email). In most cases (barring extenuating circumstances) I will answer emails within 24 hours of receiving them.

Course Requirements

- **Six Voice Thread Assignments (5pts each (30pts)/30% of grade)**
These will provide the space and opportunity for you to engage in thoughtful and engaged conversation with your classmates and the speakers who will be joining us every Friday beginning on September 6th. VTs are where you will respond to our course materials, ask your classmates questions, share resources and insights, pose questions for our guest speakers, thank them, and ask follow up questions.

You will be expected to the prompts thoroughly by referring back to our readings, videos, discussions in a thoughtful and informed manner that carries our discussion and analysis further. Voice Thread allows you to communicate verbally, in writing, and with images. Take advantage of these affordances.

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Your responses are expected to be well organized, address all of the prompts, demonstrate comprehension of the main points made by our readings, have a logical flow, and focused on the topic at hand. In addition, not as a substitute, you are encouraged to make connections between our weekly topics, course materials, guest speaker contributions, your personal experience, current events, research, etc...

- **1 Technology and Human Rights Proposal (40pts/40% of grade)**
Working with one or two classmates you will propose using a specific technology selected from the categories of Artificial Intelligence, Remote Sensing, Big Data, Social Media, Drones, or Cryptography to address a particular human rights issue. Your audience will be a funding agency that is known for funding applications of technology for advancing human rights. Your proposal will need to follow the guidelines of this funding agency while being based on the insights and lessons learned from the Human Rights researchers and practitioners that we will be reading and interacting with throughout the term. This report will be shared with all of our guest speakers. This will be a group grade.
- **1 Presentation (30pts/30% of grade)**
You will present your proposal in the final week of class. Guest speakers and possible visitors from Human Rights and government agencies may be in attendance. You will receive a group grade.

Detailed instructions for the proposal and presentation assignments will be provided by or before Monday September 9th.

Workload Expectations

At the University of Arizona, in a semester-long course for undergraduates—one that lasts 15 weeks—students are expected to have at least 9 hours of workload each week. Since this is a 7.5 week course at the graduate level worth 3 credits, students are expected to have approximately 16 to 20 hours of workload each week. This is an online class with a mix of guest lectures, videos, readings, short assignments, and group work; all of which will vary each week. If you find you are putting in much more time than expected, please consult the Instructor.

Attendance

Attendance, preparation, and participation from all students are crucial for the success of this course. The UA's policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

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Course Structure

Voice Threads will be due twice a week on Wednesdays and Sundays by 12:00AM. Wednesday you will post your responses to the prompts and submit the questions that you have for our guest speakers. Sundays by 12:00AM you will post to Voice Thread a thank you note for the speaker, comments and/or questions in response to their talk, as well as comments and/or questions in response to what your peers posted on Wednesday.

Note that guest speakers will also be encouraged to contribute to our VTs.

Beginning on September 6th, every Friday we will have the opportunity to interact with an expert on human rights and technology. In some cases it will be the author of one of our readings and in others it will be a practitioner who has worked in the field developing, managing, and/or implementing particular technologies to advance human rights in some specific capacity. And in some we will have the opportunity to interact with both practitioners and researchers.

You will be expected to attend these guest lectures if at all possible. Every attempt will be made to schedule them at times when most students can attend. All of the guest lectures will be recorded and made available on D2L.

IMPORTANT: Note that we will meet as a class twice during the semester. You should make every effort to attend these classes.

These class sessions will be:

- Friday August 30th time TBD
- Friday Oct 11 time TBD

COURSE CALENDAR

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WEEK S	Voice Thread	VT Due Date(s)	Live Lecture	Project	Presentation
Week 1 Aug 26-Sept 1	VT 1 Questioning Technology and Human Rights	12:00AM Thurs Aug 29 • Post 12:00AM Sun Sept 1 • Comments/Questions	Time TBA Friday Aug 30 • Victor Braitberg (UA)		
Week 2 Sept 3-8	VT 2 Legal Scope and Limitations of Privacy Protections	12:00AM Wed Sept 4 • Post 12:00AM Sun Sept 8 • Thank you/Comments/Questions	Time TBA Friday Sept 6 • Ken Herman (United Nations)	12:00 AM Sun Sept 8 • Groups for med	
Week 3 Sept 9-15	VT 3 Technology, Fact Finding, and Human Rights	12:00AM Wed Sept 11 • Post 12:00AM Sun Sept 15 • Thank you/Comments/Questions	10:00AM-11:15PM Friday Sept 13 • Jay D. Aronson (Carnegie Mellon University) • Aric Toler (Bellingcat)	12:00AM Sun Sept 15 • Topics selected	
Week 4 Sept 16-22	VT 4 Technological Affordances for Human Rights	12:00AM Wed Sept 18 • Post 12:00AM Sun Sept 22 • Thank you/Comments/Questions	Time TBA Friday Sept 20 • Fran Penfold and Alex Horowitz (International Rescue Committee)		
Week 5 Sept 23-29	VT 5 Uncertainty, Risk, and Harm	12:00AM Wed Sept 25 • Post 12:00AM Sun Sept 29 • Thank you/Comments/Questions	Time TBA Friday Sept 27 (pending) • Josh Lyon (Human Rights Watch) • Carlos Martinez de la Serna (Committee to Protect Journalists)		

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Week 6 Sept 30-Oct 6	VT 6 Critically Assessing Technology for Human Rights	12:00AM Wed Oct 2 • Post 12:00AM Sun Oct 6 • Thank you/Comments/Q uestions	Time TBA Friday Oct 4 (pending) • John Higgins (Benetech) • Petra Molnar (Cambridge University)		
Week 7 Oct 7- 13	VT 7 Drafts and Feedback on Proposals	12:00AM Wed Oct 9 • Post 12:00AM Sun Oct 13 • Comments/Quest ions	Time TBA Friday Oct 11 • Class mtg	Draft Proposal Due 12:00AM Oct 7	
Week 8 Oct 14- 16				Final Proposal Due Friday Oct 18 12:00AM	Time and date TBD

WEEK 1 (Aug 26-Sept 1): Promise and Perils of Technology for Advancing Human Rights

Required Reading

- Sherif Elsayed-Ali (2016) Can technology help solve human rights challenges? We believe it can. <https://www.amnesty.org/en/latest/research/2016/12/technology-can-help-solve-human-rights-challenges/>
- Josh Lyon (2017) Drones in the Service of Human Rights, *Human Rights Watch*. <https://www.hrw.org/news/2017/12/11/drones-service-human-rights>
- Sean Martin McDonald (2016) Executive Summary, pp. 2-5. Ebola: A Big Data Disaster. *The Center for Internet and Society*. <https://cis-india.org/papers/ebola-a-big-data-disaster>
- Rahman, Z. (2017). The fine print: seeing beyond the hype in technology for human rights. OpenGlobalRights. <https://www.openglobalrights.org/fine-print-seeing-beyond-hype-in-technology-for-human-rights/>
- Phil Bloomer & Christen Dobson (2018) “Addressing the potential human rights risks of the “Fourth Industrial Revolution,” Open Global Rights. <https://www.openglobalrights.org/addressing-the-potential-human-rights-risks-of-the-fourth-industrial-revolution/>
- Mark Latonero (2019) Stop Surveillance Humanitarianism, Opinion, New York Times, July 11 <https://www.nytimes.com/2019/07/11/opinion/data-humanitarian-aid.html>
- Stephen Feldstein (2019) Can a UN Report Help Rein in Expansive and Abusive Digital Surveillance? *World Politics Review*, July 9.

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<https://www.worldpoliticsreview.com/articles/28016/can-a-u-n-report-help-rein-in-expansive-and-abusive-digital-surveillance>

- Jay Aronson and Molly K Land (2018) The Promise and Peril of Human Rights and Technology 1-20. From: *New Technologies for Human Rights Law and Practice*. <https://www.cambridge.org/core/books/new-technologies-for-human-rights-law-and-practice/A6473E8A4F6A9ED12675E54A03318802>

Required Viewing

- Watch presentation by Ronald Deibert (2014), “Black Code” <https://av.tib.eu/media/33415>

Assignments for Week One

Voice Thread 1 Questioning Technology and Human Rights	12:00AM Thurs Aug 29
	• Post
	12:00AM Sun Sept 1
	• Comments/Questions

WEEK 2 (SEPT 2-8): Legal Scope and Limitations of US and International Privacy

Protections

Required Reading

- Review the articles of the United Nations Universal Declaration of Human Rights http://www.claiminghumanrights.org/udhr_article_12.html#at13
- **International framework: UN**
 - Right To Privacy In The Digital Age. (n.d.). Retrieved from <https://www.ohchr.org/EN/Issues/DigitalAge/Pages/DigitalAgeIndex.aspx>
 - In October 2018, the United Nations (UN) Special Rapporteur for the promotion and protection of the right to freedom of opinion and expression, David Kaye, released his report on the implications of artificial intelligence (AI) technologies for human rights. *V. Conclusions and recommendations* <https://freedex.org/wp-content/blogs.dir/2015/files/2018/10/AI-and-FOE-GA.pdf>
 - The right to privacy: Article 12 of the Universal Declaration of Human Rights.
 - *UN Secretary-General’s Strategy on New Technologies*. (2018). United Nations. *Sections: 1.0 NEW TECHNOLOGIES AND A NEW FRONTIER FOR THE UN and 2.0 OVERSIGHT AND MONITORING*. <http://www.un.org/en/newtechnologies/images/pdf/SGs-Strategy-on-New-Technologies.pdf>
- **European Data Protections**

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- https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/know-your-rights/freedoms/protection-personal-data_en
- <https://www.wired.com/story/how-gdpr-affects-you/>
- <https://www.wired.com/story/eu-privacy-law-snares-first-tech-giant-google/>
- **US Federal Privacy Law**
 - Unlike the EU, the US is a checkerboard of privacy and data security laws covering health data, genetic information, student records and information about children in general, financial information, and electronic communications (with differing rules for telecommunications carriers, cable providers, and emails). Senate Examines Potential for Federal Data Privacy Legislation
 - Gunter, Chase. (2018). *Details still elusive on possible federal data privacy standard.* The Business of Federal Technology. <https://fcw.com/articles/2018/11/27/data-privacy-hearing-gunter.aspx?fbclid=IwAR0O5uyVkRmrKRW5hCXaKWQbpjj7i4PWf4Vh4aiYKDOjXTfwHmuBkJMjr6w>

Required Viewing

- Watch *The Great Hack* (Available through Netflix) Let me know if you are unable to access and we will make alternative arrangements.

Assignments for Week Two

Voice Thread 2 Legal Scope and Limitations of Privacy Protections	<p>12:00AM Wed Sept 4</p> <ul style="list-style-type: none"> ● Post <p>12:00AM Sun Sept 8</p> <ul style="list-style-type: none"> ● Thank you/Comments/Questions ● Groups for proposals formed
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Guest Speaker Friday Sept 6, Time TBA

- Ken Herman (United Nations)

WEEK 3 (Sept 9-15): New Technologies of Fact Finding and Human Rights

Required Reading

- Jay D. Aronson (2018) “The Utility of User-Generated Content in Human Rights Investigations” From: M. Land & J. Aronson (Eds.), *New Technologies for Human Rights Law and Practice* (pp. 129-148). Cambridge: Cambridge University Press. https://www.cambridge.org/core/services/aop-cambridge-core/content/view/6AC6F925BFE87C14570E845C89DBB124/9781107179639c6_129-148.pdf/utility_of_usergenerated_content_in_human_rights_investigations.pdf
- Sam Gregory (2019) “Cameras Everywhere Revisited: How Digital Technologies and Social Media Aid and Inhibit Human Rights Documentation and Advocacy.” *Journal of Human Rights Practice* 1-20.

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Required Viewing

- Bellingcat Kickstarter <https://www.kickstarter.com/projects/1278239551/bellingcat>
- Elliot Higgins (2018) World Press Photo Festival <https://www.youtube.com/watch?v=kDNkUMFyvjo>
- WITNESS <https://www.witness.org/about/>

Assignments for Week Three

Voice Thread 3 Technology, Fact Finding, and Human Rights	12:00AM Wed Sept 11 <ul style="list-style-type: none"> • Post
	12:00AM Sun Sept 15 <ul style="list-style-type: none"> • Thank you/Comments/Questions • Proposal topic selected

Guest Speakers Friday Sept 13 10:11:15AM MST

- Jay D. Aronson (Carnegie Mellon University)
- Aric Toler (Bellingcat)

WEEK 4 (Sept 16-22): Technological Affordances for Human Rights

Required Readings

- Refugee Info Project (International Rescue Committee) <http://signpost.ngo/public/About-the-Refugee.Info-Project.pdf>
- Zeynep Tufekci (2017) Chapter 5 Technology and People. From: *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. New Haven,CT: Yale University Press
- Available through UA Library <https://ebookcentral.proquest.com/lib/uaz/detail.action?docID=4849027>
- Petra Molnar (2019) “New Technologies in Migration: Human Rights Impacts”. *Forced Migration Review*. <https://www.fmreview.org/ethics/molnar>
- Kristen Bergtora Sandvik, Katja Lindskov Jacobsen, Sean Martin McDonald (2018) Do No Harm: A Taxonomy of the Challenges of Humanitarian Experimentation. *International Review of the Red Cross*, 1-26. <https://www.icrc.org/en/international-review/article/do-no-harm-taxonomy-challenges-humanitarian-experimentation>

Assignment for Week Four

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Voice Thread 4 Technological Affordances for Human Rights	12:00AM Wed Sept 18 <ul style="list-style-type: none"> • Post 12:00AM Sun Sept 22 <ul style="list-style-type: none"> • Thank you/Comments/Questions
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Guest Speakers Friday Sept 20, Time TBA

- Fran Penfold and Alex Horowitz (International Rescue Committee)

WEEK 5 (Sept 23-29: Managing Uncertainty, Risk, and Harm

Required reading:

- Ella McPherson (2018) “Risk and the Pluralism of Digital Human Rights Fact-Finding and Advocacy” https://www.cambridge.org/core/services/aop-cambridge-core/content/view/FBF030B438D1F6CB7631C533A8A99D41/9781107179639c9_188-214.pdf/risk_and_the_pluralism_of_digital_human_rights_factfinding_and_advocacy.pdf
 From: M. Land & J. Aronson (Eds.), *New Technologies for Human Rights Law and Practice* . Cambridge: Cambridge University Press

Required Viewing

- Eyal Wiezman (2018) Forensic Architecture: Data Against Devilry https://www.youtube.com/watch?v=gFIiyOj_P2I
- Berkeley Center for Human Rights, Technology and Human Rights Program “Activism 2.0” <https://humanrights.berkeley.edu/programs-projects/tech>

Assignments for Week Five

Voice Thread 5 Uncertainty, Risk, and Harm	12:00AM Wed Sept 25 <ul style="list-style-type: none"> • Post 12:00AM Sun Sept 29 <ul style="list-style-type: none"> • Thank you/Comments/Questions
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Guest Speakers Friday Sept 27, Time TBA

- Josh Lyons (Human Rights Watch)
- Carlos Martinez de la Serna (Committee to Protect Journalists)

WEEK 6 (Sept 30-Oct 6): Critically Assessing Technology for Human Rights

Required Readings

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- Enrique Piracés (2018) “The Future of Human Rights Technology A Practitioner’s View” https://www.cambridge.org/core/services/aop-cambridge-core/content/view/FDEA9B9760BB34F94BA47BA8148A6F11/9781107179639c13_289-308.pdf/future_of_human_rights_technology.pdf From: M. Land & J. Aronson (Eds.), *New Technologies for Human Rights Law and Practice* (pp. 129-148). Cambridge: Cambridge University Press
- Tony Roberts and Gauthier Marchais (2018) “Assessing the Role of Social Media and Digital Technology in Violence Reporting” 9-42. *Contemporary Readings in Law and Social Justice* 10 (2).

Assignments for Week Six

Voice Thread 6 Critically Assessing Technology for Human Rights	12:00AM Wed Oct 2 <ul style="list-style-type: none"> • Post 12:00AM Sun Oct 6 <ul style="list-style-type: none"> • Thank you/Comments/Questions
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Guest Speakers Friday Oct 4, Time TBA

- Petra Molnar (Cambridge University)
- John Higgins (Benetech)

WEEK 7 (OCT7-13): Drafts and Feedback on Proposals

Assignments for Week Seven

Voice Thread 7 Drafts and Feedback on Proposals	12:00AM Wed Oct 9 <ul style="list-style-type: none"> • Post 12:00AM Sun Oct 13 <ul style="list-style-type: none"> • Comments/Questions 	Time TBA Friday Oct 11 <ul style="list-style-type: none"> • Class mtg 	Draft Proposal Due 12:00AM Oct 7
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WEEK 7.5 (OCT 14-16): Proposal Submission and Group Presentation

Assignments for Week Seven and a Half

Presentation time and date TBD	Final Proposal Due Friday Oct 18 12:00AM
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Group Rubric

Component	Sophisticated	Competent	Incomplete
Teamwork	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project and indicated a high level of mutual respect and collaboration.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate. Members were mostly respectful of each other.	The team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and consideration was frequently noted.
Contribution	All requirements and objectives are identified, evaluated, and completed. The deliverable offered new information or approach to the topic under discussion. Likewise, the project is based on stated criteria, analysis, and constraints.	All requirements are identified and evaluated, but some objectives were not completed. The deliverable offered some new information or approach to the topic under discussion. The application is reasonable; further analysis of some of the alternatives or constraints may have led to a different recommendation.	Many requirements and objectives are not identified, evaluated, or completed. The deliverable offered no new information or approach to the topic under discussion. Few considerations are analyzed, and other factors were ignored or incompletely analyzed.
Subject Knowledge	The deliverable demonstrated knowledge of the course content by integrating key concepts into the response. The deliverable also demonstrated evidence of extensive research effort and depth of thinking about the topic.	The deliverable demonstrated knowledge of the course content by integrating key concepts into the response. The deliverable also demonstrated evidence of limited research effort and initial thinking about the topic.	The deliverable did not demonstrate knowledge of the course content, evidence of the research effort or depth of thinking about the topic.
Supporting Material	All information sources were valid.	Enough information was obtained, and sources were	Insufficient information was

	Analysis and design considerations were well supported by the information.	valid. Analysis and design considerations were mostly supported by the information.	obtained, and sources lack validity. The analysis was not supported by the information collected.

Individual Rubric

Component	Sophisticated	Competent	Incomplete
Contribution	The individual contributed in a valuable way to the project. The individual is also able to articulate the critical performance criteria of successful teams and evaluate the group performance accordingly.	The individual did not contribute as heavily as others but did meet all responsibilities. The individual is also able to identify some key performance criteria of successful teams and draw related connections the group performance.	The individual did not contribute to the project and failed to meet responsibilities. The individual does not identify key performance criteria of successful teams or draw an inference to their own experience.
Lessons Learned	The individual had a level of engagement that demonstrated a strong commitment to the class and the learning outcomes. The voice of the individual writer is evident.	The individual had a level of engagement that demonstrated a commitment to the class and the learning outcomes. The level of analysis and reflection could have been more profound.	The individual had a level of engagement that did not demonstrate a commitment to the class or the learning outcomes. Conclusions directly involved restating information without reflective thought.

Component	Sophisticated	Competent	Incomplete
Content and Creativity	The presentation contained an abundance of material related to the main arguments. External research was used to justify arguments or solutions. The presentation of the material was original and presented in a creative way that held the audience's attention.	The presentation contained material to support the main arguments, but: 1) not all material related to the main arguments; 2) limited external research was used to justify arguments, and 3) the presentation of the material was	The audience had to make considerable effort to understand the underlying logic and flow of ideas. Major aspects of the analysis were absent. No external research was used to justify arguments or solutions. The presentation lacked

		appropriate, but only somewhat held audience's attention.	creativity and did not hold audience attention.
Coherence and Organization	The risks and benefits were clearly stated, and examples were appropriate. The transitions and flow were easy to follow. Slides were error-free and logically presented.	The risks and benefits were clearly stated, but: 1) not all examples were supportive illustrations; 2) the transitions and flow were somewhat difficult to follow, and 3) slides were error-free and logically presented.	The risks and benefits were not clearly stated. The conclusion was unclear. The transitions and flow were not logical. Slides contained errors and a lack of logical progression.
Speaking Skills and Participation	The presenter was poised, had clear articulation, spoke at a balanced level, and demonstrated eye contact. Enthusiasm and confidence were exuded. The presentation fits into time allotment.	The presenter was mostly fluent on the topic, but: 1) did not speak in a balanced level; 2) eye contact was broken with the audience; 3) light discomfort with public speaking was exuded; and 4) the presentation slightly went over the time allotment.	The presenter was often inaudible and hesitant and had little or no audience eye contact. A high level of discomfort with public speaking was exuded. The presentation went over the time allotment.