



GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOCIAL JUSTICE AND ADVOCACY

SOWK 8550 | 3 credit hours

Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work

Main Office: 206 CPACS

Dept. Phone: 402.554.2793

Dept. Email: graceabbott@unomaha.edu

COURSE INFORMATION

Description

This course provides a perspective on national and international social, economic, and environmental injustices experienced by people under corporate globalization. Practice implications for social workers are addressed.

Rationale/Overview

This course provides both a domestic and an international perspective on social and economic injustices experienced by people in the world under corporate globalization. There is a critical analysis of the U.S. Constitution, the ideologies it seeks to perpetuate and the nature of resulting democracy. This course covers militarism, imperialism, capitalism, fascism, socialism, communism, and terrorism. Also addressed are practice implications for social workers.

Course Objectives/Student Learning Outcomes

1. Analyze corporate globalization and its consequences to nation states and communities.
2. Critique U.S. foreign policy, corporate globalization, and its consequences to nation states and communities.
3. Debate corporate dominance of society, including aspects of anti-racism, diversity, equity, and inclusion (A DEI) and how it undermines democracy.
4. Consider theories of underdeveloped and “less developed” nations.



5. Critique corporate media and utilize alternate media to promote social justice.
6. Develop basic skills in networking with local, state, national or international groups on social justice issues.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required Text(s)

TBD

COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	Introduction to the course and review syllabus Lecture: What is an empire? View and discuss: Empire and Democracy View and discuss: The Darker Myths of Empire: Heart of Darkness	Read: Ch. 1-3, and 5 (Parenti)
Session 2 [date]	Lecture: The U.S. Constitution and social justice View and discuss: So You want to Buy a President Listen and discuss: Capitalism Hits the Fan	Read: Ch. 7 (Zinn)
Session 3 [date]	Lecture: Constitution and real history Listen and discuss: Listening to Founding Fathers Listen and discuss: Psychohistory	Read: Ch. 3 and 7 (Parenti)
Session 4 [date]	Lecture: Imperialism and religion View and discuss: Addicted to War View and discuss: What I Have Learned about the U.S. Foreign Policy	Read: Ch. 2 (Zinn)
Session 5 [date]	Lecture: War and propaganda View and discuss: Hijacking Catastrophe	Read: Ch. 4, and 8-9 (Parenti) and Ch. 4 (Zinn)
Session 6 [date]	Lecture: Economics of the empire View and discuss: War is a Racket	Read: Ch. 6-7 (Parenti) Read: The New Confessions of an Economic Hit Man
Session 7 [date]	Lecture: Militarism, human nature, and violence View and discuss: Remember My Lai Listen and discuss: Politics and Human Nature	Read: Ch. 3 and 5 (Zinn)
Session 8 [date]	Lecture: Defining terrorism View and discuss: Peace, Propaganda, and the Promised Land or Roadmap to Apartheid	Read: Ch. 10 and 14 (Parenti) and Ch. 6 and 8 (Zinn)
Session 9 [date]	Lecture: Climate change and renewable energy	
Session 10 [date]	Lecture: Understanding the Middle East conflict Guest speakers: Nebraska Synod, ELCA	Read: Ch. 8 (Parenti)



Session/Date	Topic	Assignment
Session 11 [date]	Lecture: Multinational corporations and underdevelopment View and discuss: Deadly Deceptions View and discuss: The Corporation View and discuss: Women's International League for Peace and Freedom View and discuss: Abolish Corporate Personhood	
Session 12 [date]	Lecture: Media and social justice Listen and discuss: Counter Spin	Read: Inventing Reality (Parenti) Read: The Make Belief Media (Parenti)
Session 13 [date]	Lecture: Imperialism in Columbia and the theories of underdevelopment View and discuss: Plan Columbia	Read: Ch. 10 (Zinn) Read: Pg. 37-51 (Gunder)
Session 14 [date]	Lecture: Achieving social justice View and discuss: Yes Men Fix the World or Dangers of Nuclear War View and discuss: The Dangers of the Use of Depleted Uranium Weapons View and discuss: The Past and Future of Nuclear Warfare	Read: The Pedagogy of the Oppressed (Freire) Read: Ch. 11 (Zinn) Final term paper Web activism paper

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund	TBD
Last day to withdraw from a course (via MavLink) with a grade of "W"	TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Discussion Worksheets (2) Two discussion worksheets worth 15 points each.	30 points (total)
Book Report (1) One book report worth 20 points.	20 points (total)
Term Paper (1) One term paper worth 25 points.	25 points (total)
Web Activism Paper (1) One web activism paper worth 10 points.	10 points (total)



Attendance and Participation

15 points (total)

100 points (total)

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.



ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)



CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.



SPEECH CENTER

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
2 = Advance Human Rights and Social, racial, Economic, and Environmental Justice	1. Analyze corporate globalization and its consequences to nation states and communities. 3. Debate corporate dominance of society, including aspects of anti-racism, diversity, equity, and		



EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
	inclusion (ADEI) and how it undermines democracy. 5.Critique corporate media and utilize alternate media to promote social justice. 6.Develop basic skills in networking with local, state, national or international groups on social justice issues.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	3.Debate corporate dominance of society, including aspects of anti-racism, diversity, equity, and inclusion (ADEI) and how it undermines democracy.		
4 = Engage in Practice-Informed Research and Research-Informed Practice	4.Consider theories of underdeveloped and “less developed” nations.		
5 = Engage in Policy Practice	2.Critique U.S. foreign policy, corporate globalization, and its consequences to nation states and communities.		
8 = Intervene with Individuals, Families, Groups, Organizations, and Communities	6.Develop basic skills in networking with local, state, national or international groups on social justice issues.		

*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References



- Hacker, J., & Pierson, P. (2016). *American amnesia: How the war on government led us to forget what made America prosper*. New York, NY: Simon & Schuster.
- Immerwahr, D. (2019). *How to hide an empire: A history of the greater United States*. New York, NY: Farrar, Straus & Giroux.
- Kinzer, S. (2019). *Poisoner in chief: Sidney Gottlieb and the CIA search for mind control*. New York, NY: Henry Holt & Company.
- Peled, M. (2016). *The general's son: Journey of an Israeli in Palestine*. Charlottesville, VA: Just World Books
- Moore, M. (Director). (2016). *Where to Invade Next* [Film]. Dog Eat Dog Films.
- Snowden, E. (2019, September 17). Full Interview: Edward Snowden On Trump, Privacy, And Threats To Democracy [TV episode]. In B. Williams (Interviewer), *The 11th Hour*. MSNBC.
- Stockholm International Peace Research Institute. (2019, April 20). *Military expenditure*. Retrieved December 23, 2019, from <https://www.sipri.org/media/press-release/2019/world-military-expenditure-grows-18-trillion-2018>
- Veterans for Peace. (n.d.). *Exposing the true costs of war and militarism since 1985*. Retrieved December 23, 2019, from <https://www.veteransforpeace.org/>
- War Resisters League. (n.d.). *Resisting war at home & war abroad since 1923*. <https://www.warresisters.org/>
- Young, J., Earp, J., Alper, L., & Jhally, S. (Director). (2016). *The Occupation of the American Mind* [Video file]. Media Education Foundation.

Classic References

- Carens, J. H. (2013). *The ethics of immigration*. Oxford: Oxford University Press.
- Journeyman Pictures (Producer). (2012). *Roadmap to Apartheid* [Video]. Retrieved from Academic Video Online: Premium Database.
- Klein, N. (2007). *The shock doctrine: The rise of disaster capitalism*. Toronto: Alfred A. Knopf Canada.
- Lofgren, M. (2012). *The party is over: How republicans went crazy, democrats became useless, and the middle class got shafted*. New York, NY: Viking.
- Oreskes, N., & Conway, E. (2011). *Merchants of doubt: How a handful of scientists obscured the truth on issues from tobacco smoke to global warming*. New York, NY: Bloomsbury Press.
- Parenti, Michael. (2007). *Contrary notions*. San Francisco, CA: City Light Books.
- Taibbi, M. (2014). *The divide: American injustice in the age of the wealth gap*. New York, NY: Spiegel & Grau Trade Paperbacks.

