MASTER OF SOCIAL WORK

(MSW)CURRICULUM &SYLLABUS

2024Admissiononwards

Amrita Vishwa VidyapeethamSchoolofSocialandBehavioral Sciences

DepartmentofSocialWork

MSWCurriculum

(2024admissiononwards)

	Course Code	Course Title	L T P	Cr	ES		Course Code	Course Title	L T P	Cr	ES	
SEMESTER1							**SEMESTER2**					
	24SWK501	Foundations of Social Work Practice	3 00	3	A		24SWK511	Working with Communities	3 00	3	A	
	24SWK502	Psychosocial Perspectives and Counseling	3 00	3	B		24SWK512	Introduction to Child Rights and Child Protection	1 00	1	B	
	24SWK503	Society, Change and Development	2 00	2	C		24SWK513	Introduction to Disaster Management	1 00	1	C	
	24SWK504	Working with Individuals	3 00	3	D		24SWK514	Introduction to Physical and Mental Health	1 00	1	D	
	24SWK505	Working with Groups	3 00	3	E		24SWK515	Introduction to Gender and Social Work	1 00	1	E	
	24SWK591/ 24SWK598 *	Concurrent Fieldwork– I/Internship I*		4	P1		24SWK516	Introduction to Communication for social and behavioral Change	1 00	1	F	
	24SWK592	Rural, Urbanor Tribal Camp	0 02	2	P2		23SWK517	Introduction to Human Rights (offered in Online mode by Arizona University)	1 0 0	1	G	
	22ADM501	Glimpses of Indian Culture	2 0 1	P/ F	F		24SWK518	Social Work Research	4 00	4	H	
	22AVP103	Mastery Over Mind(MAOM)	1 02	2				**Amrita Value Program	1 00	1		
							24SWK593/ 24SWK599 *	Concurrent Fieldwork II/Internship II & Winter Internship*		4	P 1	
		Total		**22**				**Total**		**18**		
SEMESTER3							**SEMESTER4**					
	24SWK601	Social Legislation for Vulnerable Groups	3 00	3	A		24SWK611	Corporate Social Responsibility	2 00	2	A	
	24SWK602	Project Formulation and Management	3 00	3	B		234WK692	Organizing Conferences /workshops	0 04	4	P 1	
	24SWK603	Social Welfare Policy and Administration	3 00	3	C			Elective Paper III	3 00	3	D	
		Elective Paper I	3 00	3	D			Elective PaperIV	3 00	3	E	
		Elective Paper II	3 00	3	E		24SWK696/ 24SWK698 *	Concurrent Fieldwork IV/Internship IV*		4	P 2	
	24SWK691/ 24SWK694 *	Concurrent Fieldwork III/ Internship III & Summer Internship*		4	P1		24SWK697	Block Field Placement		2	P 3	
	24SWK690/ 21OELxxx/ 24OEL667	Live-in-Lab.@/Open Elective/Research methods for Social Sciences – II	2 00	2	J		24SWK699	Research Project II	0 02	2	P	
	24SWK695	ResearchProject1	0 02	2								
		Total		**23**				**Total**		**20**		
								Total Credits		**83**		

ELECTIVES												
		COMMUNITYDEVELOPMENT						**MEDICAL AND PSYCHIATRIC SOCIALWORK**				
	24SWK631	Rural and Tribal Community Development	3 00	3	D		24SWK641	Social Work Practice in Mental Health I	3 00	3	D	
	24SWK632	Urban Community Development and Good Governance	3 00	3	E		24SWK642	Social Work Practice in Mental Health II	3 00	3	E	
	24SWK633	Climate Change and Sustainable Development	3 00	3	D		24SWK643	Social Work Practice in Health and medical Settings	3 00	3	D	
	24SWK634	Technological Interventions for Community Development	3 00	3	E		24SWK644	Community Care in Physical Health	3 00	3	E	
		CHILDRIGHTSANDCHILDPROTECTION						**DISASTER MANAGEMENT**				
	24SWK651	Understanding Children as Vulnerable Groups	3 00	3	D		24SWK661	Hazards, Risk and Disasters	3 00	3	D	
	24SWK652	Care and Support Services for Children	3 00	3	E		24SWK662	Standards and Approaches in Disaster Relief and Recovery	3 00	3	E	
	24SWK653	Interventions for Child Rights and Child Protection	3 00	3	D		24SWK663	Mental Health Services in Disaster Management	3 00	3	D	
	24SWK654	Interventions for Children in Humanitarian Crisis	3 00	3	E		24SWK664	Disaster Risk Reduction and Climate Change	3 00	3	E	
		GENDER AND SOCIAL WORK						**COMMUNICATION FOR SOCIAL AND BEHAVIOUR CHANGE**				
	24SWK671	Introduction to Gender Theory	3 00	3	D		24SWK676	Development, History and Concepts	3 00	3	D	
	24SWK672	Gender and Social Norms in India	3 00	3	E		24SWK677	Communication for Development- The Indian Context and global experiences	3 00	3	E	
	24SWK673	Gender Sustainable Development	3 00	3	D		24SWK678	Medial and Communication for Development in India	3 00	3	D	
	24SWK674	Gender Sensitization : Master Trainer	3 00	3	E		24SWK679	Strategy Design : Planning Models, Processes and Levels of Interventions	3 00	3	E	
		Human Rights (The Arizona University courses– Dual Degree– in online mode)						**HUMAN RESOURCE MANAGEMENT**				
	HRTS500	Advancing Human Rights	3 00	3			24SWK681	Labour Welfare Polices, Legislations and Codes	3 00	3	D	
	HRTS501	Advancing Human Rights Organizations	3 00	3			24SWK682	Organisational Behaviour, Change and Development	3 00	3	E	
	HRTS510	Advancing Human Rights Law	3 00	3			24SWK683	Human Resource Management - I	3 00	3	D	
	HRTS909	Capstone Project in HR	3 00	3			24SWK684	Human Resource Management - II	3 00	3	E	
	HRTS502	Advancing Human Rights Organizations II	3 00	3								
	HRTS505	Human Rights Voices	3 00	3								
	HRTS511	Advancing Human Rights through Strategic Litigation	3 00	3								
	HRTS520	Community-Based Participatory Action Research for Human Rights	3 00	3		3						

	HRTS521	Community-Based Participatory Action ResearchforGenderBasedViolence	3 00	3			**Amrita Value Programme					
	HRTS530	UnderstandingGenderViolence	3 00	3			22ADM502	Vedanta in day-to-day life	1-0-0	1		
	HRTS531	Femicide/Feminicide	3 00	3			22AVP506	Message of Swami Vivekananda	1-0-0	1		
	HRTS541	Advancing Human R	3 00	3			22AVP508	Indian Arts and Literature	1-0-0	1		
	HRTS542	AdvancingHumanRightsthroughtheArts	3 00	3			22AVP510	Appreciation of Kerala Mural Arts Forms	1-0-0	1		
	HRTS543	AdvancingHumanRightswith Technology	3 00	3			22AVP501	Message of Śrī Mātā Amritanandamayi Devi	1-0-0	1		
	HRTS595A	HumanRightsAcrossContexts-CulturalHeritageprotection	3 00	3			22AVP502	Insights from the Ramayana	1-0-0	1		
	HRTS596A	HumanRightsCrisesand Trauma	3 00	3			22AVP503	Insights from the Mahabharata	1-0-0	1		
	HRTS596B	Cutting-EdgeAdvances in Human RightsPractice	3 00	3			22AVP504	Insights from the Upanishads	1-0-0	1		
	HRTS597A	ExploringHumanRightsthroughVirtualFieldTrips	3 00	3			22AVP505	Insights from Bhagavad Gita	1-0-0	1		
	HRTS599	Independentstudy	3 00				22AVP512	Ancient Indian Science and Technology	1-0-0	1		
	FTV544	DocumentaryProduction	3 00	3			22AVP507	Great Spiritual Teachers of India	1-0-0	1		
	HRTS598A	CertificateProjectinHRTSandTechnology	3 00	3			22AVP509	Yoga and Meditation 1	1-0-0	1		
	HRTS598B	CertificateProjectinGenderBased Violence	3 00	3								
	HRTS598C	CertificateProjectinHumanRightsandDoc Media	3 00	3								

*One Open Elective course is to be taken by each student, in the third semester, from the list of open electives offered by the school.

@StudentsundertakingandregisteringforaLive-in-LabprojectcanbeexemptedfromregisteringfortheOpenElectivecourseinthethirdsemester.

$Winter Internship willbecompletedattheendofsemesterIandevaluatedalong withConcurrentFieldWork IIinSemester2
#SummerInternshipwillbecompletedattheendofthesemesterIIandevaluated alongwithConcurrentField WorkIIIin Semester3
**Studentswillbeofferedtrainingby theCIRin allthefoursemesters
***Studentsareexpectedto presentandpublish papersinInternationalConferencesandScopusIndexedJournals.23SWK612 willbeoffe

OPEN ELECTIVES PG

Course	Course Title	L – T – P	Cr.	ES

Code				
21OEL631	Advanced Statistical Analysis for Research	2 0 0	2	D/E
21OEL632	Basics of PC Software	2 0 0	2	D/E
21OEL633	Computer Hardware and Networking	1 0 1	2	D/E
21OEL634	Consumer Protection Act	2 0 0	2	D/E
21OEL635	Corporate Communication	2 0 0	2	D/E
21OEL636	Design Studies	2 0 0	2	D/E
21OEL637	Disaster Management	2 0 0	2	D/E
21OEL638	Essentials of Cultural Studies	2 0 0	2	D/E
21OEL639	Foundations of Mathematics	2 0 0	2	D/E
21OEL640	Foundations of Quantum Mechanics	2 0 0	2	D/E
21OEL641	Glimpses of Life through Literature	2 0 0	2	D/E
21OEL642	Information Technology in Banking	2 0 0	2	D/E
21OEL643	Knowledge Management	2 0 0	2	D/E
21OEL644	Marketing Research	2 0 0	2	D/E
21OEL645	Media for Social Change	2 0 0	2	D/E
21OEL646	Media Management	2 0 0	2	D/E
21OEL647	Object-Oriented Programming	2 0 0	2	D/E
21OEL648	Painting and Sculpture	1 0 1	2	D/E
21OEL649	Personal Finance	2 0 0	2	D/E
21OEL650	Principles of Advertising	2 0 0	2	D/E
21OEL651	Principles of Packaging	2 0 0	2	D/E
21OEL652	Scripting for Rural Broadcasting	1 0 1	2	D/E
21OEL653	Social Media Website Awareness	1 0 1	2	D/E
21OEL654	Theatre Studies	1 0 1	2	D/E
21OEL655	Writing for Technical Purposes	2 0 0	2	D/E
21OEL656	Yoga and Personal Development	1 0 1	2	D/E
21OEL657	Fundamentals of Legal Awareness	2 0 0	2	D/E

SEMESTER:I

24SWK501 FoundationofSocialWorkPractice 3003

Introduction

Thiscourseaimsonintroducingalltypesofsocialworkpractice—directlywithindividuals,familiesorsmallgroups; with and in organizations and communities, and in the administration of social work programs andinstitutions—hold in common fundamental purpose, values, knowledge, processes and skills. This courseprovides substantive foundation content in all of the social work areas, ensuring adequate and consistentpreparationfor moreadvanced work.

CourseObjectives:

1. Tointroducestudents'basicconceptsonsocialworkconcepts,methodsand fieldsofsocialwork.
2. Toenablethestudentstolearntheprinciplesof socialworkand socialworkethics
3. Toenablestudentstounderstandthevariousgovernmentalandnon-governmentalagenciesasafieldpractice functioning in social work settings.
4. Tounderstandingthecontributionsofsocialreformersfortheprofessionofsocialworkin India

CourseContent

Unit I: Social Work-– Conceptualizing and Definitions. Nature, Scope; An overview of methods of

SocialWork-
PrimaryMethodsandSecondaryMethods;MicroandMacroSocialWorkPractice;Socialworktools&techniques.

Unit II: Principles, Values and Professional Ethics - Principles of Social Work Practice. Importance ofEthicsinprofessionalsocialwork,identifyingthevaluesofthesocialworkprofession;anapproachtodealingwith ethical dilemmas. Declaration of Ethics for Professional Social Workers in India- Gender Sensitizationin SocialWork.

Unit III: Fields of Social Work - Family and Child Welfare, Child Development, Women Welfare andDevelopment, Youth Welfare and Development, Community Development (Rural & Urban), Physical andMentalHealth,CorrectionalSocialWork,LaborWelfare.NewandEmergingfieldssuchasSocialJusticeandEm powerment,HumanResourceManagement,VictimAssistance,DisasterManagement,ConflictManagement.Role ofSocial Work Administrators,Researchers, Planners andPolicymakers.

Unit IV Fieldwork and Supervision – Importance of Field Work and Supervision. Problems faced by theSocial Work Profession in India. Need for Social Science knowledge for Professional Social Workers,FunctionsofProfessionalAssociations.InternationalSocialWork.EmergingareasofSocialWork-EnvironmentalProtection, DisasterManagement,Social Work appliedtoGerontology

Unit V: Indian Philosophies and Social Work: Bhakti Movement. Preaching of Swami Vivekananda andits relevance - Influence of the life andpreaching of Sree Narayana Guru in social upliftment of thedowntrodden.GandhianphilosophicalfoundationtoScialWorkinIndiaandSarvodayamovement-

Philosophy of Dr. Ambedkar. Learning from lives and works of Sri Ramakrishna Paramahansa, MahatmaJyotibaPhule, Sri BabaAmte, and SadguruMata Amritanandamayi Devi.

CourseOutcomes:

1. Applybasicknowledgeaboutmethods,tool,techniques andskillsnecessaryforsocialworkpractice
2. Understandbasicprinciplesofsocial workprofessionandvarious fieldsof socialwork
3. Understandvaluesand ethicsofthe socialworkprofession.
4. Analyzeonfieldworkandsupervisionandto sensitizetheproblemsfacedbytheprofession,professionalbodies, associations and emergingareas
5. Understandthebasic Indianphilosophyanditsrelationtosocial work

SuggestedReadings:

1. Acharya,BC.(2012)'Ahandbookofsocialwork'. NewDelhi,Wisdom Press.
2. Bradford,W.Sheafor,Charles,R.Horejsi,&Gloria.A.(1997)'TechniquesandGuidelinesforSocialWork',Fourth Edition. London, Allyn andBacon,AViacom Company.
3. JosantonyJoseph&GracyFernandes.(2006)'AnEnquiryintoEthicalDilemmasinSocialWork'.Mumbai,NirmalaNiketan.
4. Rameshwari,Devi&RaviPrakash.(2000)'SocialWorkPractice'.Jaipur,MangalDeep.
5. Reamer,FredericG. (1999)'SocialWorkValuesandEthics'.NewDelhi, Rawat.

24SWK502 PsychosocialPerspectivesandCounselling

3003Introduction

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

CourseObjectives:

1. Toimpart knowledgeof thebasic conceptsand variousperspectivesof psychology
2. Togainin-depthunderstandingoftheconceptof lifespandevelopment,whichencompassesthegrowthand learning ofhumans from conception to death.
3. Tounderstandthepsycho-social careandneeds,Intervention, andtechniques.
4. Toattainskillsofinteractionwithsupervisoryandmanagerialpersonnelin termsoftraining,counselingand problemsolving relationships.

UnitI:HumanDevelopmentandBehavior:

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

groupbehavior;Indian scriptures on human development

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

UnitIII:ParentingandAdolescence: Effectiveparenting,ParentingStyles,Understandingtheemotionalandbehavioural problems of childrenandadolescents. Psychosocial interventions

UnitIV:CounselingConceptsandStages: Conceptanddefinition,elements,characteristics,goals,Historicalevolutionasaprofession,ScopeandSignificance,ClientCounselorRelationship,skillsincounseling,Qualitiesofacounselor,characteristicsoftheclient,Valuesandprofessionalethicsincounseling,checklistfora counselor.*DosandDon'ts incounseling.* Laycounseling. Stagesin counseling.

Unit V: Techniques and Settings: Techniques of Counseling, Healthy Defense Mechanisms, Counseling invarioussettings, focus onstrengths and resourcesoftheclient

Courseoutcomes:

1. Demonstrateanunderstandingofstudyproceduresofchildren'slearningabilities.
2. Showtheknowledgeofprenatalperiod,birthprocessandenvironmentintheirplannedandhealthybehavior.
3. Familiarizewiththepsycho-socialneedandinterventionsstrategies.
4. Understandthetechniques ofcounselling.

SuggestedReadings:

1. Ashford, J.B, Lecroy, C.W. & Lortie, K.L Human Behavior in the Social Environment: AMultidimensionalPerspective.(2nd Edition)Belmont,CA,Wadsworth/ThomsonLearning2001.
2. Baron,RobertA.'Psychology', NewDelhi:Prentice-Hallof India2004.
3. Hurlock,Elizabeth'DevelopmentalPsychology:alifeSpanApproach',NewDelhi:TataMcGrawPublishingCompany 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.,&ChandrasekarRao,M.(eds.)(2007)'HandbookofPsychiatricSocial Work'. 1st edition. Nimhanspublications.
6. Sitholey,P.,Agarwal,V.,&Vrat,S.(2013). Indianmentalconceptsonchildrenandadolescents.*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 moraldevelopment: Traditional Hindu concepts, *Indian Journal of Psychiatry, 55*(Suppl 2), 283-287.Retrievedfrom [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3705697/]

24SWK503 Society,ChangeandDevelopment 2002

Introduction

This course focuses on the conceptual and analytical framework to the society and provides criticalunderstandingonthesocial-politicalsystems.This coursealsocovers politicaland economicconceptsandcriticallyanalyzes existing and emerging social problems.

CourseObjectives:

1. Tounderstandthe basicconcepts ofSocietyand thefunctions ofSociety.
2. Tofamiliarizewiththevariousformsofsocialstratificationinthesociety.
3. Toanalysethefactorsresponsiblefor changeinthesociety.

CourseContent:

UnitI:IntroductiontoSociety:FundamentalConcepts,Definition-Society,AggregationandOrganization,Community, Elements of Community, Community Sentiment, Difference between Community and Society,Difference between Society and Institution, Association. Man and Society - Origin of Society, Types ofSociety.Socialization–Meaning,Process,factors/agentsofSocialization,Developmentofself,individualization,interests and attitudes.

Unit II: Social Stratification and Social Change: Modernization, Globalization, Social Reforms: State andCivilSocietyInducedSocialReforms;Revolts/Rebellions,Movements,Revolution,Satyagraha.Socialchange : Concept, Definition and Factors leading to Social Change. Social Stratification: Caste System andClass System. Power Structure- multiple sources of power – class, status and party. Factors of Social change.SocialExclusion, and Social Conflict. Cultureand Socialchange.

UnitIII:SocialProblems: Untouchability,Slavery,Beggary,ChildMarriages,Problemsof–ST,Dalits,andotherinvisiblecommunities;GenderBasedviolence;SingleWomenHeadedHouseholds;Drugs&SubstanceUse;Old Age; Disability; Corruption and Intolerance.

UnitIV:DemocracyandPoliticsinIndia-ModernDayApproachtoSocialDevelopment,RoleofWelfareState,RoleofMarket;Neo-liberalism,MillenniumDevelopmentGoals/SustainableDevelopmentGoals;UN-HumanDevelopment 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 socialchange;CommunicationandTechnologyinducedchange,Influenceofliberalization,privatization&globalization(LPG)onVulnerable groups.

Courseoutcomes:

1. Understandthebasicconcepts ofSocietyandthefunctionsofSociety.
2. Familiarizewiththevariousformsofsocialstratificationinthesociety.
3. Analysethefactors responsibleforchangein thesociety.

4. Understandthemagnitudeofproblemsin thesociety
5. CriticalanalysisoftheroleofPoliticsandDemocracyinthesocial,economicandthepoliticalgrowtho f the Society

SuggestedReadings:

1. DiwakarV.D.(1991),SocialReformMovementsinIndia,Mumbai,PopularPrakasham.
2. DrezeJeanandAmartyaSen(1997),India:EconomicDevelopmentandSocialOpportunity,Delhi,OUP.
3. RajendraKSharma(2007), Socialchange and SocialControl,NewDelhi,AtlanticPublishers.
4. ShankarRao(1991),Sociology:PrinciplesofSociologywithanIntroductiontoSocialThought,NewDelhi,S. Chand and Company Ltd.
5. SinghParamjithandGurpreetBal(1996),StrategiesofSocialChangeinIndia,NewDelhi,M.D.Publications.

24SWK504 WorkingwithIndividuals 3003

Introduction

Social casework, as instructed and practiced in India nowadays, is caught on as an approach to assist peoplebutnotatrandom.Asamethodofsocialworkprofession,itseekstoassistpeopleinanorderlywaybasedoninfor mationof human conduct and different testedapproaches.

CourseObjectives:

1. Tounderstandcaseworkasmethodofsocialworkandtounderstandvaluesandprinciplesofworkingwithindi viduals and families
2. Todeveloptheabilitytocriticallyanalyseproblemsofindividualsandfamiliesandfactorsaffectingthem.
3. Toenhanceunderstandingofthebasicconcepts,toolsandtechniquesinworkingwithindividualsandfamilies in problem solving and in developmentalwork

CourseContent:

UnitI:**Workingatindividuallevel/SocialCaseWork:**Definition,objectives,scopeandrelevancetoothermethods of social work. Philosophical assumptions and case work values; Historical development of socialcasework;Importanceand scopefor working at individual level.

Unit II: **Nature of problems, values and principles:** Principles of social case work. (Beistic's Principles tobe followed) Types of problems faced by individuals and families; Components of social case work; Processofsocialcasework.(Sevenstepplannedprocess).Catharsis,TransferenceandCounterTransference.Roleof asocial worker.

Unit III: **Theories, approaches, SC Work:** Understanding the client system. Client and case workerrelationship. Approaches: Psycho-analytical, psycho-social, problem solving, behavior modification, crisisinterventionandeclecticapproach.Similaritiesanddifferences -casework,Counsellingandpsycho-therapy.Recordingin social casework.

Unit IV:**Tools and Techniques of working at individual level:** Tools - Interview, home visits, listening,communicationskills,rapportbuilding,observation,andcollateralcontacts;Techniques-Counselling,supportive,resourceenhancement.Clarification,interpretation,suggestion,developinginsight,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 invarioushomes), differentlyabled; Transgender andpeople affected andinfected by HIV/AIDS.

CourseOutcome:

1. Understandcaseworkasmethodofsocialworkandtounderstandvaluesandprinciplesofworkingwithindividuals and families
2. Developtheabilitytocriticallyanalyseproblemsofindividualsandfamiliesandfactorsaffectingthem.
3. Enhanceunderstandingofthebasicconcepts,toolsandtechniquesinworkingwithindividualsandfamiliesin problem solving and in developmentalwork
4. Developappropriateskillsandattitudestoworkwithindividualsandfamilies
5. Developabilitytoreflecton‘Self’aspersonandgrowasaprofessionalsocialworker

SuggestedReadings:

1. BarbaJ. G,(1991), Beyondcasework,London,Macmillan.
2. BarryCoronel,(1996),TheSocial1996:TheSocial WorkSkillsWorkbook
3. Mathew,Grace(1992)AnIntroductionofsocialcasework,,Mumbai,TISS
4. Pearlman,HelenH.(1995)–SocialCaseWork:Aproblemsolvingprocess.NewYork,USA,Theuniversitypress,
5. RobertWRoberts,RebertHNee:(2000)TheoriesofSocialCasework,Chicago,UnityofChicagoPress,
6. Upadhyay,R.K.,(2003) SocialCaseWork:ATherapeutic Approach,NewDelhi,

24SWK505 Workingwith Groups 3003

Introduction

Social Group work is one of theprimary methods of Social work to work with Groups and intervene tosolve theproblem in groups.

CourseObjectives:

1. TofamiliarizethestudentstotheoriginandevolutionofSocialGroupWorkasamethodofsocialWorkinIndia.
2. Tounderstandthe stages,techniques, andthedynamics ofSocial GroupWork

3. Toenableinunderstanding theTheoryand modelsforpracticeofGroupTherapy.
4. Tounderstandtheprocessand phasesofGroupDevelopment.
5. Tohighlightthe scopeand theimportanceofthe Group workin differentfields.

UnitI:**Philosophicalandtheoreticalbase**-HistoricalevolutionofgroupworkwithspecialemphasisontheIndian context,ethicsand valuesinsocial group work.Psychological needsthatarebeing metingroups.

UnitII:Workingatgrouplevel/SocialGroupWork: Definition,characteristics,nature,objectives,purposeandpr inciples; Types and structureofgroups; Group dynamics– definition &meaning.

UnitIII:**Theoriesandmodelsinsocialgroupwork**

Rationaltheory,BehaviortheoryandRealitytheory.Models-
Mutualaid,cognitivemodel,socialgoalmodel,remedial, reciprocal and self-help groups - therapeutic approaches: T-groups, gestalt - Techniques in GroupTherapy:Activelistening, Brainstorming, Psycho-drama, Socio-drama-Sociometry forGroupWork.

Unit IV: Stages of group development: Phases of Social Group Work:Pre-Group, Beginning, Middle andEnding.Tuckman'sFiveStageofGroupDevelopment-
GroupProcess:bond,acceptance,isolation,rejection,cliques,SubGroups-
FactorsaffectingGroupBehavior:Groupmemberresources,GroupStructureandGroupProcesses-
Leadershipstyles.

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.Evaluationof GroupWork Practice, Recording insocial group work.

CourseOutcomes:

1. Thestudentswillbeabletoexplaintheoriginandevolutionof SocialGroupWorkasamethodofsocialWork inIndia.
2. Tousethetechniques,and examinethedynamics inSocialGroupWork
3. TousetheTheoryandmodelsforpracticeof GroupTherapy.
4. ToapplytheprocessandphasesofGroup Development.
5. ToapplytheGroupworkmethodindifferentfields.

SuggestedReadings:

1. Andrews,J.(2001)GroupWork'splaceinsocialwork:ahistoricalanalysis,Journalofsociologyandsocialwel fare,
2. Konapka:(1983)SocialGroupWork:Ahelpingprocess,PrenticeHall,NewJersey,USA,
3. Balgopal,P.R.andGroupsinSocialWork-
AnEcologicalVassil,T.V.1983Perspective,NewYork:MacmillanPublishing Co. Inc.

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24SWK591/24SWK598* **ConcurrentFieldWorkI/Internship I*** **0 0 04**

Introduction

Concurrent Field Work is an integral component of the Social Work curriculum. It connects the students totherealitiesofsocialissues,marginalizationandvulnerabilitiesofvarioussectionsofsociety.Thefieldworkwould enhance the capacity of the students to interact and intervene with clients/ groups/ community. Thestudentshaveto undergoFieldWork Training for twodays/15 hours aweekin thesemester.

CourseObjective

1. Observeandorientontheactivitiesandprogramcarriedoutintheorganization
2. Introducestudentstobasicconceptsoffieldwork
3. Orienttherealitiesofsocialissues tostudentsinthesociety.
4. OrienttheStudents abouttheproblems ofmarginalizedand vulnerablesectionsof thesociety.
5. Studentsencouragedtointeractandintervene withclients/groups/community.

In the first semester, the students are introduced to basic concepts of fieldwork with an orientation about thetypesofsettingwherethestudentscanundergofieldwork.Afterwards,the studentswillbeplacedinselectedsettingswherethey haveto try basic methods of socialwork.

CourseOutcome

1. Toobserveandorient ontheactivities andprogramcarriedout intheorganization
2. Toenablestudentstopracticethebasic conceptsoffieldwork
3. Toaddressthesocialissues inthesociety.
4. Toaddressthe problemsofmarginalizedand vulnerablesectionsof thesociety.
5. Studentswillusetheskillstointeractand intervenewithclients/ groups/community.

24SWK592 **Rural,Urban orTribal Camp** **0 0 2 2**

Introduction

Social Work Camp shall be conducted for a minimum period of 7 days. The students shall organize andconductthiscampunderthedirectionandsupervisionoftheteachingfacultyinarural/tribalcommunity.TheRural Camp programme is intended to bring in the living experience of the rural community in view of thesocialworkphilosophyandprinciples.Theruralcampfacilitatessocialworktraineestopracticeandintegratesocia l work in tune with their personal and societal expectations. It provides an opportunity to analyze theregional social system, the approaches, and the strategies of intervention used by the government and non-governmentorganizations

CourseObjective

1. Todevelopanunderstandingoftheruralsocialstructuresandculturalprocesseswithspecialreferen ceto specificgroups experiencingpovertyand deprivation

2. Todevelopan understandingofthelevelofgovernment interventioninrelation tobelowthe povertylinegroups in theareaand the relatedstructureofdecision–making andintervention
3. Todevelop thecapacity tomakeacritiqueoftheintervention ofboththevoluntary organisations andtheGovernment Agencies in relation tothe specificBelow the povertylinegroup
4. Through experience in group living, appreciate its value in terms of self-development, interpersonalrelationshipssenseof organisation, management andmutual responsibility
5. Toacquireskillsinplanning,organizing,implementingandevaluatingthe camp

RuralCampRequirements(Content):

1. Ruralcampfor5 to7daysin aruralvillageor atribalarea.

2. Pre camp preparation: Students must conduct pilot visits to the rural camp areas to identify and select inconsultationwith faculty in chargeof thecamp, framing objectives,

3. Planning: Objectives, Activities, and outcome. Develop Skills in planning and organizing programs in thecommunity,plan programmeschedule andfunds,preparation ofaction plan.

4. Implementation: Students will conduct the situational analysis and do needs assessment to plan andimplement the programmes. Conduct Baseline survey or need assessment, programme designing, evaluationsurvey, engaging in community activities (Social Survey, street play, medical camp, awareness programmes,LifeEnrichment Education activities, Serviceactivities etc)during therural camp.

5. StudentsshouldpreareaSocialWorkCamp reportandsubmit ittotheirrespective facultysupervisor.

The trainees have to participate in a Rural/Urban/Tribal camp which gives an opportunity to understand thereal-lifesituationsintherural/tribalsettingsinthesocietyanditalsoprovidestheopportunitytoenhancetheskills in planning, organizing and implementing programmes/ projects for the marginalized people. Self-reflectionis amajorpartof theruralcamp activities.

Assessment/EvaluationofRuralCamp:

Daily evaluations on the performance of students will be undertaken by the faculty members coordinatingcamp.A written reporton the reflectionsabout theruralcamp will also be evaluated.

CourseOutcome

1. StudentsgainknowledgeoftheruralandTriballifestyleandsocialstructure andsociallife.
2. ApplytheSocial Work methodsandtoolsduringtheprocess andphasesof GroupDynamics.
3. Toexplainthe policiesandprogrammes bytheGovernment andVoluntaryorganisations.

22ADM501 GlimpsesofIndianCulture 2 0 1 P/F

Introduction: Love is the substratum of life and spirituality. If love is absent life becomes meaningless. Inthepresentworldifloveisusedasthestringtoconnectthebeadsofvalues,lifebecomesprecious,rareand

beautiful like a fragrant blossom. Values are not to be learned alone. They have to be imbibed into the innersprit and put into practice. This should happen at the right time when you have vitality and strength, whenyourhearts areopen.

The present course in value education is a humble experience-based effort to lead and metamorphosis thestudents through the process of transformation of their inner self towards achieving the best. Amma'snectarouswordsofwisdomandactsofloveareourguidingprinciples.Amma'sphilosophyprovidesaninsig htintothe vision ofour optimisticfuture.

1. Invocation,Satsangand Question-Answers
2. Values-Whatarethey?Definition,GuidingPrincipleswithexamplesSharingownexperiences

3. Values-Keyto meaningfullife.Values indifferentcontexts
4. Personality-Mind,SoulandConsciousness-QandA.Body-Mind-Intellectandthe InnerpsycheExperiencesharing
5. PsychologicalSignificanceofsamskara(withe.g. FromEpics)
6. Indian HeritageandContributionandQ andA;IndianEthosandCulture
7. Self-Discipline(EvolutionandPractice)–QandA
8. HumanDevelopmentandSpiritual Growth-Q andA
9. Purposeof Lifeplus Q andA
10. Cultivatingself-development
11. Self effort and Divine Grace - their roles – Q and A; - Vedanta and Creation – Understandinga spiritual Master
12. Dimensions of Spiritual Education; Need for change Lecture – 1; Need for PerfectionLecture -2
13. How to help others who have achieved less - Man and Nature Q and A, Sharing ofexperiences

REFERENCES:

1. SwamiAmritaswaroopanandaPuri - AwakenChildren(VolumeVIIandVIII)
2. SwamiAmritaswaroopanandaPuri - Amma'sHeart
3. SwamiRamakrishnandaPuri - RisingAlongtheRazor'sEdge
4. Deepak Chopra - Book 1: Quantum Healing;Book 2: Alpha and Omega of God;Book3: Seven Spiritual Rules for Success
5. Dr.A.P. J.Abdul Kalam-1.Ignited Minds 2.Talks(CD)
6. SwamiRamakrishnandaPuri - UltimateSuccess
7. SwamiJnanamritanandaPuri - Upadesamritham(Trans:Malayalam)
8. VedantaKesariPublication - Values-Keyto ameaningful life
9. SwamiRanganathananda - Eternalvalues forachanging society
10. DavidMegginson&VivienWhitaker - Cultivating SelfDevelopment
11. ElizabethB.Hurlock - PersonalityDevelopment,TataMcGrawHill
12. SwamiJagatatmananda - LearntoLive(Vol.1and2),RKAshram, Mylapore

22AVP103 MasteryOver Mind(MAOM) 1-0-2-2

CourseOverview

MasterOvertheMind(MAOM)isanAmritainitiativetoimplementschemesandorganiseuniversity-wide programs to enhance health and wellbeing of all faculty, staff, and students (UN SDG -3). Thisprogram as part of our efforts for sustainable stress reduction gives an introduction to immediate andlong-termbenefitsandequipseveryattendeetomanagestressfulemotionsandanxietyfacilitatinginnerpeaceandharmony.

With a meditation technique offered by Amrita Chancellor and world-renowned humanitarian andspiritual leader, Sri Mata Amritanandamayi Devi (Amma), this course has been planned to be offeredtoallstudentsofallcampusesofAMRITA,startingoffwithallfirstyears,whereinonehourperweekis completely dedicated for guided practical meditation session and one houron the theory aspects ofMAOM. The theory section comprises lecture hours within a structured syllabus and will includeinvited guest lecture series from eminent personalities from diverse fields of excellence. This coursewill enhance the understanding of experiential learning based on university's mission: "Education forLife along with Education for Living", and is aimed to allow learners to realize and rediscover theinfinitepotential of one'strueBeing and thefulfilment oflife's goals.

CourseOutcomes:

Course Outcome 1: To be able to describe what meditation is and to understand its healthbenefits(CO1)
CourseOutcome2: Tounderstand the causes ofstress andhowmeditation improves well-being(CO2)
CourseOutcome3: To understandthescience of meditation. (CO3)
CourseOutcome4: Tolearnand practiceMAOM meditationindailylife.(CO4)
CourseOutcome5: To understandtheapplication ofmeditationto improvecommunicationandrelationships. (CO5)
Course Outcome 6: To be able to understand the power of meditation in compassion-drivenaction.(CO6)

CourseStructure

Unit1: DescribeMeditationandUnderstanditsBenefits(CO1)

A:Importanceofmeditation.Howdoesmeditationhelptoovercomeobstaclesinlife
B: Understand how meditation works. Understand how meditation helps in improvingphysicalandmental health.Understand howmeditation helps inthe developmentofpersonality.

Unit2:CausesofStressandHowMeditationImprovesWell-being(CO2)

A: Learn how to prepare for meditation. Understand the aids that can help in effectivelypracticingmeditation.Understandtheroleofsleep,physicalactivity,anda balanceddietinsupportingmeditation.
B:CausesofStress.Theproblemofnotbeingrelaxed.Effectsofstressonhealth.Howmeditationhelpstoreli

evestress.Basicsofstressmanagementathomeandtheworkplace.

Unit3:TheScienceof Meditation(CO3)

A:ApreliminaryunderstandingoftheScienceofmeditation.Whatcanmodernsciencetellusaboutthistradition-based method?
B:HowmeditationhelpshumanityaccordingtowhatweknowfromscientificresearchUnit4:

Improving Communication and Relationships (CO5)

Howmeditationandmindfulnessinfluenceinterpersonalcommunication.Theroleofmeditationinimproving relationship quality inthefamily, atthe universityand in theworkplace.

Unit5:MeditationandCompassion-drivenAction(CO6)

Understandhowmeditationcan helptomotivatecompassion-drivenaction.

PracticingMAOM Meditationin DailyLife(CO4)

GuidedMeditationSessions followingscriptsprovided(LevelOnetoLevel Five)duringmeditationsessions.

TEXTBOOKS/REFERENCES:

1. Allen,Cynthia(2020)ThePotentialHealthBenefits ofMeditation
2. Sharma,Hari(2022)Meditation:ProcessandEffects
3. MayoClinicStaff(2022,April 29). *Meditation:ASimple,Fast WaytoReduceStress.*
4. SeppalaE(2022, June30th*Unexpected WaysMeditationImprovesRelationshipsaLot.* PsychologyToday
5. Schindler,S.,&Friese,M.(2022).Therelationofmindfulnessandprosocialbehavior:Whatdowe(not) know?. *CurrentOpinion in Psychology*, *44*, 151-156.
6. *AmritamGamaya*(2022).MataAmritanandamayiMissionTrust.

CourseAssessment:

Thecourseoutcomesareenvisagedasafourbroadcategoriesofassessment withtheoverallweightofeachcomponentasarticulatedinthe CourseAssessment Specification(Table 3).

1. ReflectiveJournal:20 %
2. GroupActivities:20%
3. ClassParticipation: 40%
4. WrittenExamination:20%

CourseAssessmentSpecificationTable:

		CO1	CO2	CO3	CO4	CO5	CO6	Total
1	**Reflection**					10	10	20
2	**GroupActivities**	20*						20
3	**ClassParticipation**				40			40
4	**WrittenExamination**	5	5	5		5		20

*TheGroupActivitiescould berelatedto CO1, CO2orCO3 dependingonthe preferenceoftheinstructor

SEMESTER:II

24SWK511 WorkingwithCommunities 3003

Introduction

Thiscourseaimsatbringingbetterunderstandingofcommunityorganizationand socialactionasa methodof Social Work. Further, the course would also help the student to understand the relation of Communityorganization and social action with other methods of Social Work like casework, group work, communityorganization, social welfare administration and social work research. The Students need to know thecommunity power structure to practice community organization method, which is used for empoweringpeople for their development. The details are provided for social work students to understand and practicecommunityorganization effectively.

CourseObjectives:

1. UnderstandingCommunity
2. ToUnderstandCommunityOrganization:Conceptualization,Principlesstagesandskills
3. TogainKnowledgeonTheoriesandModelstoCommunityPractice
4. UnderstandingSocialAction
5. ToLearnSocialMobilizationandPoliticalMobilization

UnitI:UnderstandingCommunity–Conceptualizationanddefinitions,characteristics,typesandfunctions.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 anddifferences between Community organization and Community development. Stages/Phases of Communityorganization.Skills required inCommunity organization. Rolesofacommunityorganizer.

UnitII:AnOverviewofTheoriesandModelstoCommunityPractice: Theories-Socialsystems–Humanecology – Human behavior. Models of community organization - Locality development - Social Planning - SocialAction.

Unit IV: Social Action: Conceptualization and definitions. Aim/objectives. Process and elements. Principlesandapproaches.Theoreticalperspectives.MethodsofSaulAlinskyandPauloFreire[Conscientization].S copeof social action in India. Strategies, Tactics and Techniques of Social Action. Role of social worker in socialaction.

Unit V: Social Mobilization and Political Mobilization: Conceptualization, interactive process of socialmobilization. Political mobilization as a social action strategy. Guiding principles for social mobilization.Casesrelated to politicalmobilization in India**.**

CourseOutcome:

1. To gain knowledgeofCommunity.
2. Toutilize the processof CommunityOrganisationinfieldandapplythe values andskillsofCommunityOrganisation.
3. ToapplythetheoriesandmodelsinCommunityPractice
4. ToapplySocialAction in Community.
5. TouseSocialMobilizationandPoliticalMobilizationasastrategyforSocialaction.

SuggestedReadings:

1. AshmanKarenk.KirstHullJr.GraftonH–(2001)GeneralistPracticewithorganization&communities,United States,Brooks/Cole,
2. Ross,MurrayG.&Lappin,Ben(1967)CommunityOrganization:Theory,PrincipleandPractice,NewYork:Harper & Row
3. Gangrade,K.D(1971)CommunityOrganizationinIndia,Mumbai:PopularPrakashan.
4. Hardina,Donna(2000)AnalyticalSkillsforCommunityOrganizationPractice,NewJersey:PrenticeHall
5. JudithLee(2001)TheEmpowermentApproachtoSocialWorkPractice:BuildingTheBelovedCommunity,Columbia Press
6. SiddiquiH.Y.(1997)WorkingwithCommunities:AnIntroductiontoCommunityWork,HiraPublications.

24SWK512Introduction to Child Rights and Child Protection1 001

Introduction

The objective of this course is to introduce students to the definition of a child, different perspectives onchildhood,Parenting,behaviorproblems,vulnerablechildrenandtheroleoftheState,especiallythelegislative and administrative systems for child protection. In order to build a context for this vast set ofknowledgeandskills,thispaperoffersinformationabouttheconceptsofneedsandrightsandanoverviewofthe State systems, the Indian Constitution, child rights principles, and different national and internationalinstrumentsto ensuretherights of the child.

CourseObjectives:

1. Tointroducestudentstothebasicconceptsofchild,childrightsandchildprotectionsystemfunctioningat various government levels.
2. Tounderstandtheconceptofvulnerabilityandvulnerablechildrenbypreventingandrespondingfromperspective.

3. Tointroducestudentstothevariousgovernmentpolicies,programmesandschemesprovideforcareandprotection ofchildren.

CourseContent:

Unit I: Conceptual Clarity on Child and Rights of a Child - Child; Legal age of children as defined indifferentlawsandprograms.Understandingchildrights,conceptofchildrights,importance,Historyofchildrights and human rights.Understanding rights tosurvival, protection, developmentandparticipation.
Child right law, Policy and Scheme: -UNCRC - Major International Treaties, Child rights in IndianConstitution,Indian Laws, policies and schemes relatedto children.

Unit II: Situational Analysis of Children in India: Profile of Situational analysis of underprivilegedchildren.
Child Care & Protection -Concept, Need, Relevance & Importance. Role of families in Child Rearing,Changein Families and its Impact on Children,

UnitIII:InstrumentsandServicesforChild Protection- UnderstandingInstitutionalandnon-Institutionalservicesforchildren,BoardsandcompetentauthoritiesEstablishedunderlegislations(e.g.,CWC,JJB, DCPU-iNCPCR,SCPCR,etc.).RoleofCivilsocietyintheManagementof InstitutionsunderJuvenileJusticesystem.

CourseOutcome:

1. TogainknowledgeonChildRightsandvariousvulnerable situationsofChildren
2. KnowledgeonvariousrightsofChildandvariouscommissionsandforumsforChildRightsandChildProtection
3. ToexplainaboutvariousChildcareandprotectionsystemandvariousinstrumentsandservicesforChildprotection

SuggestedReadings:

1. CHOPRA,G.(2016)*ChildrightsinIndia:Challengesandsocialaction*.SPRINGER,INDIA,PRIVATE.
2. Bajpai,A.(2017)*ChildrightsinIndia:Law,policy,andPractice*.NewDelhi:OxfordUniversityPress.
3. Berrick, J.D., Gilbert, N. and Skivenes, M. (2023) *The Oxford Handbook of Child Protection Systems*. NewYork: Oxford University Press. Child in Need of Special Protection, East Asia and the Pacific, A UNICEFperspective.
4. Puri,S.(2021a)*ChildreninIndia:Opportunitiesandchallenges*.NewYork: NovaSciencePublishers.
5. *The convention on the rights of the child: The children's version* (no date) *UNICEF*. Available at:https://www.unicef.org/child-rights-convention/convention-text-childrens-version.
6. Centerforchildrightslaw(nodate)*Whyshouldwecareforchildren*.Availableat:https://ccl.nls.ac.in/wp-content/uploads/2021/11/9.-Why-should-we-care-a-guide-for-india-civil-service-officers.pdf.

24SWK513 IntroductiontoDisasterManagement 1001

Introduction

The course focuses on disaster, causes of disasters and impacts. The course enables the student to learndifferentareasofdisastermanagement,modelsandmitigationstrategies.Disastermanagementcoursefurtherc oversvariouspolicies,programs,administrativeactionsandoperationsundertakentoaddressnaturalorman-madedisasterthrough preparedness, mitigation, response, and recovery.

Courseobjectives:

1. To understand the definitions of disaster and disaster management and knowledge on the Impact ofdisasters
2. TounderstandDisasterPreventionandMitigation,theProcessesofdisastermitigationanddisastermanag ement
3. Tounderstandabout role ofsocial workersin disastermanagement

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,vulnerabilityanddevelopment:Geographiclocationofcountriesandrepeatedoccurrencesofnaturaldisast ers;DisasterProfiles-Global, National, State-wisescenario ofdisasters.

Factors influencing Vulnerability - Understanding vulnerability. Vulnerability reduction. Frameworks tounderstand vulnerability: The double structure of Vulnerability – Capacity and Vulnerability Analysis - ThePressure and Release Model – The Access Model - The Sustainable Livelihood Approach – The BBCFramework.

UnitII:ParticipatoryapproachesinDisasterManagement-
ParticipatoryVulnerabilityAnalysis/ParticipatoryAssessment ofDisasterRisk.

Disaster Prevention and Mitigation Strategies - Development planning for Prevention and Mitigation;UrbanPlanning–landuse,buildingcodesandstandards;RuralDevelopment– foodsecurity,sustainable/alternativelivelihoods,Droughtmitigation;CoastalZoneManagementandHillrangedev elopment.

Unit III: Disaster Management in India -Interventions/Programmes in different disasters - Role ofPRI's and community participation, Role of international agencies Global initiatives,National and regionallevelorganizations,NDMA,SDMA,CBOsandother locallevelmechanisms.The NationalDisasterFrameworks:TheDisasterManagementActandCode;Role ofsocial workersinDisasterManagement.
CommunityBasedDisasterManagement(CBDM).

CourseOutcome:

1. Apply basic knowledge about the various concepts, impacts of the disaster and major challenges ofdisaster andfactorsleadingtovulnerabilityandanalyze differenttheoreticalmodelsrelatedtothevulnerability
2. Understandthevariouscommunity-basedinterventionsthroughparticipatorytoolsadoptedintheareasofDisastermanagementandthe significanceoflocal resources indisaster management
3. Understand existing institutional systems in India and legal frame work and the role of the socialworkersin theareas of disaster management

SuggestedReadings:

1. Blaikie,Piersetal,AtRisk:NaturalHazards,People'sVulnerabilitiesandDisasters,London,RoutledgeandKegan, Paul, 1994.
2. Bankoff,G.,Hilhorst.D.andFrerks.G,MappingVulnerability:Disasters,DevelopmentandPeople,James& James/ Earthscan, 2004.
3. PrabhasC.Sinha,DisasterVulnerabilitiesandRisks,Trends,Concepts,Classification&Approaches,SBSPublishers2007. (1-22,122-149)
4. JohnBirkmann,UnitedNationsUniversityPress,Japan2006MeasuringvulnerabilitytoNaturaldisasters -Towardsdisaster resiliencesocieties(1 to198)
5. I.Sundar &T. Sezhiya,DisasterManagement, Sarup& Sons Publishers,New Delhi, 2007(153-178).
6. DisasterManagement:Astatusreport, Government.ofIndia,2005
7. TheSphereHandbook:HumanitarianCharterandMinimumStandardsinHumanitarianResponsehttp://www.sphereproject.org/handbook/
8. DisasterManagementinIndia,Ministryof Home Affairs,Government of India,2011
9. Sendai Framework for Disaster Risk Reduction, 2015-30, http://www.unisdr.org/we/coordinate/sendai-framework

24SWK514IntroductiontoPhysicalandMentalHealth 1001

Introduction

Thiscourseaimstointroducetheconceptofhealthanditsdimensions.Thelearnerwillbeabletounderstandthe different types of diseases and the treatment of communicable and non-communicable diseases throughthe programmes by the Government of India. This course will help the learner to understand and apply theskillsof social work in different physicaland mental health settings.

CourseObjectives

1. Understandtheconcept,theories,dimensionsandindicatorsofhealthanddevelopanunderstandingofthedifferent communicable and non-communicable diseases and the health programmes and policies toaddresstheissues.
2. Understandthetypes,causesandmethods oftreatmentofMentalDisorders

3. TogainunderstandingofthevariousprogrammesandorganisationsforMentalHealthinIndiaandthe

roleofSocialWorkerindifferentphysicalandmentalhealth settings

UnitI:Introduction toPhysicalHealth:

Health–
Definition,Indicatorsofhealth;HealthchallengesinIndia;Determinantsofhealth;Socialdeterminantsofhealth;Theoriesofdiseasecausation,Community Basedhealthpromotionandhealtheducation.

DiseasesandHealthCareinIndia: Majorcommunicablediseases;non-communicableandchronicdisablingconditions;environmentalhealthissues;nutritionaldeficiencies;Reproduction,FertilityandContraception; Recent Health issues: Swine Flu, Chikungunya, H1N1, Zika, COVID 19, etc. Methods oftreatment -Allopathy and AlternativeMedicine(AYUSH)

UnitII:Introductionto MentalHealth:

MentalHealth,MentalIllness,CausesandFeaturesofmentalillness;NeurosisandPsychosis,Trans-CulturalPsychiatry;Methodsof treatment -Physical,Psychological andAlternativeMedicine(AYUSH)

UnitIII:MentalHealthOrganizationandProgramsin India:

National Mental Health Programme; District Mental Health Programme; Mental Health Interventions atPrimary,SecondaryandTertiary Health Settings;

SocialWorker'sRoleinPhysicalandMentalHealthsettings:

Physical Health Settings - Hospital, Community Settings – Urban, Rural and Tribal; Disaster Health Care**;**TerminalIllness; HIV/AIDS; Accidents andPhysical Disabilities.
MentalHealthSettings:PsychiatricHospitals,ChildGuidanceClinic,Educationalinstitutions,CorrectionalInstitutions,Industries, Alcohol and SubstanceUseand Suicide.

Courseoutcome:

1. Studentsshouldbeabletoexplaintheconcept,theories,dimensions,andindicatorsofhealthandthehealthprogrammes to address thehealth issues.
2. Studentshouldexplainthetypes,causesand methodsoftreatment ofmentaldisorders.
3. StudentsshouldbeabletoexplaintheroleofMentalhealthorganisationsandprogrammsinIndiaandusetheirknowledgein different physical and Mental Healthsettings.

SuggestedReadings:

1. AhujaNiraj(2011) 7th Ed,A ShortTextbook ofPsychiatry,JaypeeBrothersPublishersLtd. NewDelhi.
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 collaborationwithWorld Health Organization, Indian office.
3. Park K, (2007) Park's Text book of preventive and social medicine, 19th edition M/s Banarsidas BhanotPublishers,Jabalpur.

4. SaddockB.J.andSadockV.A.(2003).SynopsisofPsychiatry(9thEd),Philadelphia:LippinCott,Williamsand Silkins.
5. Sadock,B,J,&Sadock,V.A.(2005).ComprehensiveTextbookofPsychiatry.Philadelphia:LippincottWilliams and Wilkins.

24SWK515IntroductiontoGenderandSocial Work100 1

Introduction: The course provides a deep dive into gender theories and prepares learners to apply them indifferent geo-political and cultural settings, with a focus on the Indian context. It further explores the role ofgenderinvariousaspectsofsustainabledevelopmentsuchashealth,economicviability,education,safetyandenvironmentalquality.

CourseObjective:

1. TounderstandandfamiliarizethebasicconceptsofGenderandEarlyChildhooddevelopment.
2. Tounderstandthe magnitudeofGender basedviolencesand itsimpacts
3. ToanalysethefactorsresponsibleforGenderinequalities
4. Tounderstandtheimportanceof Gendermainstreaming
5. Tocriticallyanalysethe multiplefacetsofGender andunderstandingtheGenderprogramming.

Unit:IBasicconceptsofGender

Introduction to Sex and Gender – Difference of Sex and Gender - Definitions of Gender roles – GenderEquality–GenderParity–GenderEquity–GenderMainstreaming–Gendernorms– Genderstereotypesandunconventionalgender types. Gender and HumanDevelopment theories.

SDG&GenderEquality-IntroductiontoSDG's–importanceofSDG's–SDGStructure-GenderEquality –Target – Indicatorsof Goal5–whyitmatters–HowGenderequalitycrosscutotherSDG's

Unit:II GenderBased Violence

Introduction to Gender Based Violence – Historical perspectives of Gender Based Violence – Types of GBVViolenceagainst children& Violenceagainst women & Men

Unit:III GenderMainstreaming&GenderAnalysis

IntroductionandBasicconceptsinGenderMainstreaming,IntroductiontoGenderAnalysis–Basiccomponentsof Gender Analysis– why & how toconduct Gender Analysis.

CourseOutcome:

1. Thestudentwillunderstandgenderissuesfromaholisticperspective,gainingproficiencyinbothhistoricand present-dayconcepts of gender and social dynamics overall.
2. ThiswillprepareIearnerstounderstandGender dynamicsandGenderBasedViolence.
3. Thestudentwillbepreparedtoprovidemanagementofgendersensitisationprogrammesandproduceacademicresearch analysing thesame.

SuggestedReadings:

1. Essed,PhilomenaEd.Goldberg,DavidTheoEd.Kobayashi, AudreyEd.(2005). A companion toGenderStudies Blackwell Publishers USA.
2. Shelat,ManishaPathak(2004)CommunicationforGenderSensitization:thevaluediscussionapproach.Concept Publishing, New Delhi.
3. SumitDutta(2013)GenderSociology, WisdomPress,NewDelhi
4. AshaKaul,ed&ManariSingh,ed(2012).NewparadigmsforGenderinclusivity:theoryandbestpractices,PHI Learning New Delhi.
5. Woodward,Kath(2010) TheshortGuidetoGender,RawatPublications,NewDelhi.

24SWK516 IntroductiontoCommunication forSocialandBehavioralChange1001

Introduction:

The course's goal is to give students an intellectual foundation for learning about communication's role inaffecting social and behavioural change. The demand for different communication units in governmental andnon-governmental organisations would expand because of communication for development. The globalimpact of this course will be felt in how change for development is designed for the training of professionalsinthefield.

CourseObjectives

1. Understandthe competency-based approachtolinkanalysisandreal-lifeapplicationwiththeoriesandconcepts.
2. Toforegroundtheneedto putknowledgeintoaction byproviding skillsthat studentsareexpectedtouse.
3. Tofocusonworkbasedcompetenciesthatareneeded foreffectivejobperformance

Coursecontent

Unit:I:Studieson development:History,theoriesandconcept

Early theories and models of development, Contemporary theories of development, Human rights-basedapproach to development, Approaches to development in India, Communication for development: Theories,modelsand debates ,C4Dtheories.

Unit: II: Communication for development and human development: The Indian context and globalexperiences:

Gender,Climatechangeandcommunityresilience,Environment,Health,nutrition,Water,sanitation,financialinclusion, and livelihoods, Education

Unit:III:Mediaandcommunication fordevelopmentinIndia

Communication for development in India- Print media, Audio-visual media, Community media &Digitalmedia.**Communicationapproaches-**
Advocacy,Socialmarketing,Mediacampaigns,Entertainmenteducation,Peereducation.

Courseoutcome:

1. Studentsshouldfamiliarisewithkeytheoriesandmodelsofcommunicationfordevelopment andsocialchange.
2. Studentsshouldbeabletounderstand thevarious conceptualisationsofmedia andcommunicationandtheirrolein theprocess of development.
3. Studentsshouldbeabletooriented withanoverviewofthebasicstepsinthedesignofcommunicationstrategies fordevelopment

Textbooks:

1.Cardoso, F. H. and E. Faletto. 1979. Dependency and Development in Latin America. Berkeley, CA:Universityof CaliforniaPress

2. GibsonTimothyA.2010.TheLimitsofMediaAdvocacy,Communication,Culture&Critique3(1):44-65.

3. Edwards,BobandJohnD.McCarthy2004."ResourcesandSocialMovementMobilization".InSnow,Soule,and Kriesi, TheBlackwellCompanion to Social Movements,116-152 Oxford: Blackwell.

4.Balatchandirane, G. (2003). Gender discrimination in education and economic development: A study ofSouthKorea, China andIndia. International studies,40(4), 349-378.

5. Gupta,B.,&Dubey,S.(2019).ContemporaryIssuesandChallengesintheIndianEducationSystem.InternationalJournal of Engineering and ManagementResearch(IJEMR), 9(1), 190-194.

6. Heslop,L.(2014). UnderstandingIndia:The future of higher educationandopportunitiesforinternationalcooperation.British Council

References:

1.Altbach,P. G.(1993).Thedilemmaofchangein Indian highereducation.Higher Education,26(1), 3-20

CaseStudies:2.Campbell,CatherineandScott,Kerry.2012.Communityhealthandsocialmobilisation.InObregon ,Rafael and Waisbord, Silvio, Editors,Thehandbook ofglobal health communication.

4. Wiley-Blackwell. Mayoux, Linda. 2005. Participatory action learning system (PALS): Impactassessmentforcivilsocietydevelopmentandgrassroots-basedadvocacyinAnandi,India,JournalofInternationalDevelopment 17 (2): 211-242
5. Singal,N.(2006). InclusiveeducationinIndia: Internationalconcept,nationalinterpretation.Internationaljournal of disability,development and education, 53(3),351-369.
6. Vilanilam,JohnV. 2005.Mass communicationin India:asociologicalperspective.

24SWK517IntroductiontoHumanRights 1 0 0 1

CatalogDescription

This course provides an overview of human rights practice and activism.The first part of the coursewillfocusonthehistoryofhumanrightswithanemphasisonthegrowthofinternationalorganizationsf oradvancinghumanrights.Wewillexaminegrassrootssocialmovementsandparticipatoryapproaches to human rights activism, including recent critiques of participatory human rights anddevelopment.Thesecondpartofthecoursefocusesoncriticalskillsneededtobecomemoreeffectiveactiv ists for advancing human rights. These include professional responsibility and ethics, interviewskills and techniques, translating international norms into specific contexts, psychological issues suchastrauma and memory, and various approaches tofieldwork.

CourseDescription

ThisisarequiredintroductorycourseforboththeMAandGradCertificateinHumanRightsPractice.Our focus will be on ways for moving human rights initiatives forward as well as practical methodsfor assessing, analyzing, and engaging human rights issues. Students should be generous in sharingtheir 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 areopento your ideas and input!

LearningOutcomes

Bythe end ofthesemester, it is expectedthat students will, *interalia*, beable to:

1. Discuss how human rights often advance through a combination of top-down and bottom-upactions.
2. Explainhowactivistshaveshapedtheprogressivedevelopmentofinternationalhumanrightslawinsever al contexts.
3. Explainhowhumanrightsinstruments can advancesocialjusticeformarginalizedgroupsbybeingtranslated into local conditions.
4. Explainseveralmajorinnovationsinparticipatorydevelopmentandgrassrootshumanrightseduca tion
5. Criticallyassesslocal,national,andtransnationalsocialmovements.
6. Applyageneralset ofnormsand anethosthat isessentialto humanrightspractice,especiallywhenworking with marginalized groups
7. Recognizeinherentpsychologicalissues,suchastrauma,thataregenerallypresentinhumanrightsfi eldwork, and possess somestrategies for addressing them.

CourseObjectives

Duringthis coursestudents will:

1. Readimportantrecentworksaboutadvancinghumanrights.
2. Readimportantworksonhowtobecomemore effectiveandcriticalactivistsforadvancinghumanrights.

3. Engagewithexternalparticipantsthroughguestvideoconferencesincludingmajorscholarsandactivi stsin thefield.
4. Organizeandleaddiscussionswithvirtualguestspeakers.
5. Engage in discussions via D2L with their colleagues on video conference guest lectures and thecoursereadings.

CourseOutlineand Readings

NOTE:Forweeklyobjectives,seetheClassD2Lpage.Rhyt

hmof theCourse

The general flow of the course will be as follows. I will post a PPT to VoiceThread on Sunday orMonday.Itwillincludebackgroundinformation,adiscussionoftherequiredreadingsaswellasyourmissio n for the week.Over the next few days, you will do the readings and participate in theVoiceThread, including working on any problem-based assignments.Feel free to make comments orask questions on any of the VT slides.You should also prep for the videoconference guest who willgenerally join us later in the week.You should be ready with very thoughtful, nuanced questions forthe guest speaker.We then finish up the VoiceThread and come up with follow-up questions for theguest speaker.Then, we take a deep breath before the next week's work. Meanwhile, you should bemakingsteady progress on your classprojects throughout thesemester.

NOTE: This class is designed to allow each student to explore topics of their own interest in relationto the weekly class material. Each week will be anchored by a guest speaker and one or two readingsor films.Each student should focus on those during the week.But, there will also be a number ofother issues and readings/films that students can explore as they see fit.Some of the material isdesigned to give a larger context or background to the main issues.Others are intended to widen thescopeofyourlearningbylookingattheissuesinothercontextsacrosstimeandspace.Somematerialis designed to get you to think deeper about some specific aspects of the main issues. So, you do notneed to read or view all of the material listed below in the Course Outline.Also, feel free to read orviewadditional materialnot listed below.

Week1: Introductionto theCourse, theClass Projects, and HumanRights inGlobal
Aug22-27

Readings:Kathryn Sikkink: "Evidence Indicates That We Should Be Hopeful—Not Hopeless—AboutHumanRights"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/).DustinN.Sharp,"PricklesandGoo:HumanRightsandSpirituality"(D 2L)

Assigned:VoiceThread - Personal Introductions (0 Points)VoiceThread-IntroductiontotheCourse(0Points)
VT:HumanRightsToday andUkraine VideoGuestLectureReports(10Points)

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

Week2: TheDRC, Colonization,and the Historyof Human Rights

Aug28-Sep3
Readings:
"M23militia'sartilleryfire,backedbyRwanda,ratchetsuptensionsinendangeredgorillas'Congolesehome"(Internet)
"Armed Group Atrocities Creating Havoc in Eastern DR Congo"
(Internet)SharonSliwinski,"TheChildhoodofHumanRights:TheKodak ontheCongo"
JasonStearns,*DancingintheGloryofMonsters:TheCollapseoftheCongoandtheGreatWarof Africa* (Selections, Library)
Films: *Congo:WhiteKing, RedRubber, BlackDeath*,dir. PeterBate
Lumumba,dir.RaoulPeck
Virunga,dir.OrlandovonEinsiedel(Netflix)
CityofJoy, dir.MadeleineGavin (Netflix)or
The Man Who Mends Women: The Wrath of Hippocrates, Dir. Thierry Michel (UA Library)Guest: DavidKasali (RecordedVideoconference)
TBD
Assigned: VoiceThread:Colonialism,theFirst/SecondCongoWar,etc.(10Points)

Week 3: **ProgressiveDevelopmentofContemporaryHumanRightsLaw,StrategicLitigation,Gender-BasedViolence**
Sep4-10
Readings: Rhona K.Smith,*TextbookonInternationalHumanRights*,Chapters1-6(D2L,Skim,almostsolelyforreference)
"StatusofRatification:InteractiveDashboard"(http://indicators.ohchr.org/)
Simmons,"Deconstruction,ConcreteUniversalisms,andHumanRightsoftheOther"in *HumanRightsLaw andtheMarginalized Other*(D2L)
KatieRedfordandBethStephens,"TheStoryofDoev.UNOCAL:JusticeDelayedButNotDenied"(D2L)
PossiblySomeMaterialonEritreaandTigray
ReportoftheSpecialRapporteurontheSituationofHumanRights inEritrea(A/HRC/26/45)(http://www.ohchr.org/EN/countries/AfricaRegion/Pages/ERIndex.aspx)
HumanRightsConcern–Eritrea,"TheirVoiceIs Ours…TheirSufferingToo!"(Internet)"Eritrea:1st PeriodicReport, 1999-2016"(ACHPRWebsite)
VariousShadowReports onEritrea(forCEDAW andACHPR,Internet)LatestNews and Reportson Tigray
Video:
MilenaKaneva(dir.)*TotalDenial*(YouTube)Guests: GayeSowe,IHRDA
KaHsaw Wa,EarthrightsInternational(Recorded)
Assigned: VoiceThread:Strategic LitigationandGBVinAfrica(10Points)

Week 4: **TheWhiteSaviorComplex,ParticipatoryDevelopment,andFeministEpistemology**
Sep11-17
Readings: RichaNagar,*MuddyingtheWaters:CoauthoringFeminismsacrossScholarshipandActivism* (Selections,D2L)
YohannaAbdou,etal."LocalizingInternationalHumanRightsNormsthroughParticipatoryVideo with People Affected by Leprosy in Niger, Nigeria, and Mozambique"

Simmons,Handout:“ParticipationinDevelopmentandHumanRightsDiscourse:Panacea,Tyranny,Transformation”(D2L)
ValerieMillerandMariaSuarezToro,“ResonanceandtheButterflyEffect:FeministEpistemology and Popular Education”(D2L)

ValerieMiller,"Rights-BasedApproachesandBeyond:ChallengesofLinkingRightsandParticipation"(Internet)
JordanFlaherty,*NoMoreHeroes*(Selections,D2L)
TejuCole,"TheWhite-SaviorIndustrialComplex"(Internet)WilliamSimmons,"Feminism,Ignorance,and HumanRights"(D2L)
LucyFerguson,"'ThisisOurGenderPerson':TheMessyBusinessofWorkingasaGenderExpertinInternational Development"(Library Database)
WendyHarcourt,"AnotherHotelRoom,AnotherCity,AnotherTraining:ReflectionsonCo-OptationofFeminism by Development" (Internet)

Guests: Dr.AngelinaMattijo,NTLI,UniversityofJubaTBDfromIndia

Assigned: ClassVoiceThreadincludingfeminism andmicrofinanceinitiatives

Week5: JoyfulHuman Rights,Perpetrators,Reconciliation, Resilience,PTSD,

Sep18-24

Readings:WilliamPaulSimmons,"JoyfulPerpetrators,""JoyfulActivists,"and"HumanRightsWinners"(D2L)
William Paul Simmons, "Making the Case for a More Joyful Approach to Human Rights"(Internet)
ClownswithoutBorders,"JoyfulHumanRights:InterviewwithWilliamSimmons,"https://www.facebook.com/clownswithoutborders.usa/videos/328760264893004
AudreLorde,"UsesoftheErotic"(D2L)
AudreLorde, "TheUsesofAnger: Women Respondingto Racism"
Simmons,etal."MeasuringIndividual-LevelResilienceandPost-TraumaticGrowthinInternationalDevelopment:TheCaseofanArts-BasedInterventionamongRohingyaRefugeesinBangladesh"
BrookeEliseAxtell,"WhatIKnowofSilence"(D2L)
Brooke Elise Axtell, *Beautiful Justice: Reclaiming My Worth After Human Trafficking andSexualAbuse*(Selections, D2L)

Films: *The Act of Killing*, Dir. Joshua OppenheimerGuest: NaomiSchafer,ClownswithoutBorders-USA

Assigned: VoiceThreadand/or LettersDearBrooke andDearNaomi(10Points)

Week 6: ClimateChange,Resilience, andFeminism

Sep25–Oct1

Readings:ICCP – Sixth Assessment Report; https://www.ipcc.ch/report/sixth-assessment-report-cycle/COP26Website:https://ukcop26.org/
Simmonsetal."MeasuringResilienceandPosttraumaticGrowthattheIndividualandCommunalLevelsintheContextofanArtsInterventionforRohingyaRefugeesinBangladeshRobinAl-haddad,etal.,ConceptNote:"TheirWorld:ExperiencingForcedMigrationthroughtheEyesofRohingyaChildren"(D2L)

Guests: RafiqulMontu,IndependentJournalist
Panel Discussion on Climate Change and Human Rights (Recording)AssignedVT:Coastal Journalism Initiative

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

Oct2-8

Readings: SavoHeleta, *NotMyTurn toDie:Memoirs ofa BrokenChildhood in Bosnia*
Selected Cases of the ICTY
(https://www.icty.org/en/cases)Subscribeto justwatch-l@listserv.buffalo.edu

Films: *QuoVadis,Aida?,* Director:JasmilaZbanic
"Srebrenica-aHorrifyingConfession"–
6minuteselectionfromTheAnatomyofEvilbyOveNyholm(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=jnQ1lTAVjhw)

Guest: SavoHeleta,formerlyofNelsonMandelaUniversity

Assigned:

VoiceThreadonBosniaand/orDecolonialPedagogyScale(D2L)We

ek8: CatchUp andFinal StudentProjects (30Points)Oct 9-12

24SWK518 SocialWorkResearch

4004Introduction:

This course aims to teach students a basic understanding of research methodology and its relevance to socialworkpractice.Afterlearningaboutthescientificmethod,thestudentsareledstep-by-stepthroughthedifferentphasesoftheresearchprocess:identifyingaresearchableproblem,formulatingtheresearch question,creatingthe research design, recruiting the sample, using research tools for data collection, analyzing and interpretingthe data, and communicating the results. Further, they are encouraged to deepen their critical thinking skillsbyusing deductivelogicand by thinking in ascientificway.

CourseObjective:

1. Understandthescientificmethod,aswellastheroleofscientificresearchaspartofsocialworkpractice
2. Gaintheskillsto definearesearchable problemandformulate aresearchquestion
3. Gaintheabilitytoformulateresearchhypothesesinordertotesttheories,whichincludeatleastoneindependen tand onedependent variable
4. Developanunderstandingofthedifferentresearchdesigns,andgaintheabilitytorecruitasampleandtoapply differentresearch tools in thefield
5. Knowhowtosummarizeandpresentdataaschartsandfrequenciesindescriptiveresearch,aswellastocompar egroupsand findrelationships betweenvariablesin inferentialresearch

Unit1:RoleofSocialWorkResearchandScientificMethod:

Scientific research in natural vs. social sciences, relevance of scientific research in social work practice,featuresof thescientificmethod, codeofethicsfor social scienceresearch

Unit2ProblemFormulation

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

Unit3Variables and Theories

Conceptsandconceptualization,operationalizationofconceptsasvariables,typesofvariables,natureandroleoftheories insocial scienceresearch,formulationofhypotheses, induction vs.deduction

Unit4:ResearchDesigns,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, ratingscales,schedules),psychometricpropertiesofquantitativeresearchtools(validity,reliability,practicality)

Unit5:QuantitativeDataProcessingandSPSS

Definition of data, levels of measurement, measures of central tendency, measures of dispersion, descriptivestatistics andinferentialstatistics,significancelevelp<0.05, communicatingresultsbypublishingapaper

Courseoutcome:

1. Studentsshouldbeable tounderstandthe roleofscientificresearchinsocial workpractice.
2. Students should be able to understand the research process: they should be able to find theories in thescientific literature which are relevant to their area of inquiry, and know how to test these theories usingempiricaldata.
3. Students should develop the skills to design a simple quantitative research study and to collect datausingresearch tools.
4. Studentsshouldunderstandthebasicconceptsofhowtointerpretcommon statisticalanalyses.
5. Studentsshouldbeable tounderstandthe roleofscientific researchinsocial workpractice.

SuggestedReadings:

1. Bryman,A.(2016): *Socialresearchmethods*(5th edition).Oxford,UK:OxfordUniversityPress.
2. Goode,W.J.&Hatt,P.K.(2017).*Methodsinsocialresearch*.Hyderabad,India:AsiaLaw House.
3. Creswell, J. W. (2014). *Research design. Qualitative, quantitative, and mixed methods* (4th edition). LosAngeles,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). NewDelhi,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). PearsonEducationIndia.

References

1. Bacon-Shone,J.H.(2013).*Introduction toquantitativeresearchmethods*. HongKong:GraduateSchool,TheUniversity of Hong Kong. Retrievedfromhttps://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 fromhttps://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 fromhttps://www.studocu.com/row/document/takoradi-polytechnic/quantitative-studies/quantitative-methods-practical/2647139?origin=null
4. Urdan,T.C.(2011).*StatisticsinplainEnglish*(3rd edition).London,UKand NewYork, NY:Routledge.Retrieved from https://www.book2look.com/embed/9781317526995

22ADM502 Vedantainday-to-daylife 1 0 0 1

Introduction: Amrita University's Amrita Values Programme (AVP), is a new initiative to give exposure tostudents 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 ValuesProgrammesemphasizeonmakingstudentsfamiliarwiththerichtapestryofIndianlife,culture,arts,sciencea ndheritagewhich has historically drawn peoplefromall over theworld.

CoursesofferedundertheframeworkofAmritaValuesProgram:

ArtofLiving through Amma

Amma's messages can be put to action in our life through pragmatism and attuning of our thought process ina positive and creative manner.Every single word Amma speaks and the guidance received in on matterswhich we consider as trivial are rich in content and touches the very inner being of our personality. Life getsenriched by Amma's guidance and She teaches us the art of exemplary life skills where we become witnesstoall thehappenings around us, still keeping thebalanceof themind.

Insightsfrom theRamayana

HistoricalsignificanceofRamayana,thefirstEpicintheworld–InfluenceofRamayanaonIndianvaluesandculture– StorylineofRamayana–StudyofleadingcharactersinRamayana–InfluenceofRamayanaoutsideIndia – Misinterpretation of Ramayana by Colonial powers and its impact on Indian life - Relevance ofRamayanafor modern times.

InsightsfromtheMahabharata

Historical significance of Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indianvaluesandculture–StorylineofMahabharata–StudyofleadingcharactersinMahabharata–Kurukshetra

War and its significance – Importance of Dharma in society – Message of the Bhagavad Gita - Relevance ofMahabharatafor moderntimes.

InsightsfromtheUpanishads

Introduction: Shruti versus Smrti - Overview of the four Vedas and ten Principal Upanishads - The centralproblemsoftheUpanishads–Ultimatereality –thenatureofAtman-the differentmodesofconsciousness - Sanatana Dharma and its uniqueness - The Upanishads and Indian Culture – Relevance of Upanishads formoderntimes –A few Upanishad Personalities:Nachiketas, Satyakama Jabala,Aruni, Shvetaketu.

InsightsfromBhagavadGita

IntroductiontoBhagavadGita –BriefstorylineofMahabharata -ContextofKurukshetraWar–Theanguishof Arjuna – Counsel by Sri. Krishna – Key teachings of the Bhagavad Gita – Karma Yoga, Jnana Yoga andBhaktiYoga-TheoryofKarmaandReincarnation–ConceptofDharma– IdeaoftheSelfandRealisationoftheSelf– Qualitiesof aRealised person -Concept ofAvatar - RelevanceofMahabharataformoderntimes.

SwamiVivekanandaandhisMessage

Brief Sketch of Swami Vivekananda's Life – Meeting with Guru – Disciplining of Narendra - Travel acrossIndia-InspiringLifeincidents–AddressattheParliamentofReligions–TravelinUnitedStatesandEurope –ReturnandreceptionIndia –MessagetoIndians aboutourdutiestothenation.

GreatSpiritualTeachersofIndia

SriRama,SriKrishna,
SriBuddha,AdiShankaracharya,SriRamanujacharya,SriMadhvacharya,SriRamakrishnaParamahamsa, SwamiVivekananda, Sri RamanaMaharshi, MataAmritanandamayiDevi

IndianArtsandLiterature:

Theaimofthiscourseistopresenttherichliteratureandcultureof AncientIndiaandhelpstudentsappreciatetheirdeepi nfluenceonIndianLife-Vedicculture,primarysourceof IndianCulture–Briefintroductionandappreciation of a few of the art forms of India - Arts, Music, Dance, Theatre, Paintings, Sculpture andarchitecture– the wonderlanguage, SanskritandancientIndian Literature

ImportanceofYoga andMeditationin Life:

The objective of the course is to provide practical training in YOGA ASANAS with a sound theoretical baseandtheoryclassesonselectedversesofPatanjali'sYogaSutraandAshtangaYoga.Thecoveragealsoincludesthe effect of yogaon integrated personality development.

AppreciationofKerala'sMuralArtForms:

Amuralisanypieceofartworkpaintedorapplieddirectlyonawall,ceilingorotherlargepermanentsurface.In the

contemporary scenario Mural painting is not restricted to the permanent structures and are being doneevenoncanvas.Adistinguishingcharacteristicofmuralpaintingisthatthearchitecturalelementsofthegiven

space are harmoniously incorporated into the picture.Kerala mural paintings are the frescos depictingmythology and legends, which are drawn on the walls of temples and churches in South India, principally inKerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of muralpaintings mostly dating back between the 9th to 12th centuries CE when this form of art enjoyed Royalpatronage.LearningMuralpaintingthrough thetheoryandpracticeworkshop istheobjectiveofthis course.

PracticingOrganicFarming

Lifeandnaturearecloselylinkedthroughthehealthypracticesofsocietyformaintainingsustainability.Whenmodern technological knowhow on microorganisms is applied in farming using the traditional practices wecanavoiddamagetotheenvironment.Thecoursewilltraintheyouthonmodernpracticesoforganicfarming.Amm asays“wehavetoreturnthislandtothecominggenerationswithoutallowingeventheslightestdamageto happen to it”. Putting this philosophy to practice will bring about an awakening and enthusiasm in all tostrivefor good health and to restorethe harmonyin nature”

AncientIndian ScienceandTechnology

Science and technology in ancient and medieval India covered all the major branches of human knowledgeand 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'scontributionto scienceand technology.

24SWK593/24SWK599* ConcurrentFieldWorkII/Internship II &WinterInternship* 0 0 0 4

Havinggainedknowledgeandunderstandingfromthepreviussemesterfieldwork,thestudentsareexpectedto improve their practice skills in different settings. They get an opportunity to work with children, womenadults, or elderly in the community. They are also involved in planning and developing programmes in thefield.

Winter Internship has to be completed during the Winter break at the end of the First semester and will beevaluatedduring theConcurrentField Work VivaVoceExamII.

SEMESTER:III

24SWK601 SocialLegislationsforVulnerableGroups

3003Introduction

SocialWorkprofessionpromotessocialchange,problemsolvinginhumanrelationshipsandtheempowerment and liberation of people to enhance well-being. The legal awareness and functioning of thelegal system in the country is essential for a social work professional in their practice. This course will helpthestudentstogainunderstandingconstitutionalremedies,PILandprovisionsofvarioussignificantlegislationsi n India

CourseObjective:

1. Tounderstandthebasicconcept ofJudicialsystem,constitutional safeguardstovulnerablesections.
2. ToknowtheLegislationfortheprotectionofwomen,childrenSociallydisadvantagedgroupsinIndia
3. Todevelopinstudentsthenecessary legislationknowledgetopracticeSocialwork

Unit I: Introduction to Constitution of India and Social Legislation- BriefintroductiontotheIndianConstitution,Fundamentalrights,Directiveprinciplesofstatepolicy,Constitutionalr emedies(WritPetitionsandPILs);Humanrights,Citizens'rightsagainstpolice;StructureofIndianjudicialsystems &reformstherein(includingLokadalatsetc),SocialLegislationasinstrumentofprotectionofvulnerablesectionsoft hesocietyandfor furthering socialreforms

UnitII:LawsRelatedtoChildren-TheJuvenileJustice(CareandProtectionofChildren)Act,2015;POCSOAct, 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 & CompulsoryEducationAct, 2009.

Unit III: Laws Related to Women- IntroductiontoImmoralTraffic(Prevention)Act1956;DowryProhibition Act 1961, Indecent Representation of Women Act 1986, Prevention of Domestic Violence Act2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redress) Act -2013; IPC-Section498-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,ScheduledtribesandOtherTraditionalForestDwellers(RecognitionofForestRights)Act2006,Maintenance andWelfareof Parentsand Senior CitizensAct 2007; Bonded Labour(System) Abolition Act-1976

Unit V: Laws for Social Change-RighttoInformationAct-2005;MahatmaGandhiNationalRuralEmployment Guarantee Act 2005; Central Educational Institutions (Reservation in Admissions) Act 2006.The National Commission for Allied and Healthcare Professions Act 2021. Recent Amendments in SocialLegislations.

CourseOutcome:

1. Enhancedknowledgeontheconstitutionalsafeguardstovulnerablesections.
2. knowtheLegislation'sonchildprotection
3. Knowthelawsprotectingthewomen India.
4. Knowtherights ofSocially disadvantagedgroups.
5. Knowthe lawspromoting socialchangeinIndia.

SuggestedReadings:

BareActsofrelevantlegislations

1. Basu,DurgaDas.(1971)IntroductiontotheConstitutionofIndia.NewDelhi,PrenticeHallof India.
2. GangradeKD.(1978)SocialLegislationsinIndia(VolIandII).NewDelhi,ConceptPublishingCompany.
3. ShanmugaVelayutham(1998)Social LegislationandSocialChangeChennai,VazhgaValamudanPub
4. SouthAsiaHumanRightsDocumentationCentre-SAHRDC.(2006)IntroducingHumanRights.NewDelhi,Oxford University Press.
5. AswiniKantGautam.(2001)HumanRightsandJusticeSystem.NewDelhi,A.P.H.PublishingCorporation.
6. Narang, AS.(2000) IndianGovernmentandPolitics.NewDelhi,GeethanjaliPublishingHouse.

24SWK602 ProjectFormulationandManagement 3003

Introduction:

Project management is the single most effective method of running programs and projects in an organizationwithindefinedanddynamicconstraints.Infact,theconceptsofprojectmanagement47areuniversaland canbe observed anywhere there is an organized activity, in every organization across various settings. Projectmanagementprinciples,toolsandmethodologiesareessentialtothesuccessofanorganizationandlong-termfuture. This course provides an exposure to the essentials i.e. the project management language, frameworksand the way of successful project leaders in order to increase the success of an organization or an individualacrossdomains and settings.

CourseObjective:

1. Knowledgeontheoverviewofconceptsandprocessesorganizationsandworkof ProjectFormulation
2. Knowledgeonthestrategiesandplanning,ObjectiveOrientedPlanning:LogicalFrameworkApproachof Project
3. UnderstandingonConceptualizingandInitiatingaProject
4. KnowledgeonWorkBreakdownStructure,SchedulingToolsofProject Management
5. UnderstandingonLeadershipinProjectManagementthroughcasestudies.

Unit I: Project Management- An overview of concepts and processes organizations and work; operations,understandingproject,principlesofprojectmanagement,projectlifecycle,Programandportfoliomanagement.

UnitII:Planning-Strategiesandplanning,MissionandVisionstatement;SWOTanalysis;situationassessment, identification of critical issues; contents of a strategic plan; characteristics of an effective annualoperating plan, implementing strategic plan. Objective Oriented Planning: Logical Framework Approach;analysis of the project context; stakeholder analysis, problem analysis, objective analysis, plan of activities,resourceplanning, risk analysis and risk management.

UnitIII:WorkBreakdownStructure,SchedulingTools-
Introductiontoworkbreakdownstructures.GanttCharts,E-SchedulingtoolsinMicrosoftexcel.projectcontrol,purpose,processes;periodiccontroltechniques, preventive control techniques, cost control.Project completion and review**;** **i**mproving projectperformance,stepsforprojectcompletion,learningbeforedoing,learning afterdoing,carryingoutreviews.

UnitVI:MEAL–Monitoring EvaluationAccountabilityandLearning

IntroductiontoMEAL,KeyprinciplesofMEAL,Monitoring,ProjectEvaluation–Realtimeevaluation,Endlineevaluation, Ex postEvaluation, Accountability and learningin Projectmanagement.

Unit V: Leadership in Project Management- Essential characteristics of good project leader, managingteamsinprojects,trainingforstaffinsocialwelfareprojects;Communicatingrisk,essentialcharacteristics ofeffective communication; Public relations. Case presentations on successful proposal & preparing a projectproposalforfunding organizations.

CourseOutcome:

1. TofamiliarizethestudentsabouttheprocessesofProjectFormulationandLogicalFrameworkApproachof Project.
2. StudentsshouldunderstandonWorkBreakdownStructure,SchedulingToolsofProjectManagement
3. TogainLeadershipskillsinProjectManagementthroughcasestudies.

SuggestedReadings:

1. GhattasandSandraLMcKee.(2008)PracticalProjectManagement.New Delhi,PearsonEducation.
2. LeechCorinne. (2004)SuccessfulProjectManagementOpenLearningProgramme.Oxford,Elsevier.
3. BrowningBeverlyA.(2011)Grandwriting forDummies.3rdEdi.Wiley, John&Sons,Incorporated.
4. HeerkensGaryR.(2011) ProjectManagement.USA,McGraw-HillPublications.

5. GrayCFetal.(2000)ProjectManagement:TheManagerialProcess.Boston,McGrawHill,

24SWK603 SocialWelfarePolicyandAdministration 3 003

Introduction:

The field of social work administration has supplied information on administrative applications for socialwelfare organisations or projects that function similarly to organisations in the field of social welfare. Socialworkers must be administratively proficient in order to practice their job with competence. The only way toimprove competency, effectiveness, and goal attainment in project administration is to apply administrativeconcepts to social work. Regardless the length, the project must be organised. "Administration signifies thedeliberate application of knowledge, skills, and values to such activities as creating objectives and planningprogrammes,mobilisingand managingresources,andassessing outcomes,"isstated ina singleline.

CourseObjective:

1. ApplybasicknowledgeaboutsocialpolicyandtheadministrationofHumanserviceorganizations
2. Understandwelfarepoliciesofthegovernment
3. Understandskillofestablishingahumanserviceorganization
4. Understandconcept,process,indicatorsanddeterminantsofsocialdevelopment
5. Analyzecapacitytoformulatestrategies necessary forsocialdevelopment

CourseContent:

Unit I: Social Welfare Policy- Concept, meaning, definition, need, evolution, constitutional base, sourcesandinstrument.Approachestosocialpolicy;unified,integratedandsectoral.Socialwelfare;Meaning,conceptandimportance,evolution of social welfareinIndia.

Unit II: Social Welfare Policies and Programmes for Various Populations- Scheduled sastes (SCs) andschedule tribes (STs), other backward classes (OBCs), religious and linguistic minorities, women, children,olderpersonsandpersonswithdisabilities(PWDs),transgender,mentallyIllpersons,refuges,SubstanceUse,internallydisplaced persons (IDP) and project affectedpersons (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;centrelevel, state level,& local level.

Unit IV: Non State Organizations (NSO)/Civil Society Organizations (CSOs)- History and evolution ofCSOintheWorld&India.TypeofVOs:LegalStatusofVOs/CSOs;salientfeaturesofsocietiesregistrationact, 1860:State acts related to voluntary organizations. Indian Trust Act 1882. Organizational Structure:NationalPolicyonVoluntarySector-
2007.ProblemsandchallengesinadministrationofVoluntaryorganization.

Unit V: Administration of NSOs/CSOs- Office administration, reporting and preparation of annual reports;Financialadministration.Resourcemobilization:FundRaising.IncomeTaxActSections12A,35AC,80G

&80GGA;ForeignContributionRegulationAct(FCRA)2010.NeedforeffectiveimplementationofFCRAprovisio nsandchallenges forgovernmentand VOs.Recent amendmentsinPolicy andAdministration.

CourseOutcome:

1. Recognizethe coredynamicsofsocialwelfareadministration,particularlyintheIndiansystem.
2. Understandingofthe abilitytoexplainvariousgovernmentof India policies.
3. AnalyzecriticallytheIndiansocialplanningstructuresandprocesses.
4. Acquiringknowledgeofthedynamicsofdevelopmentandsustainabledevelopmentindexesandprocesses.
5. Evaluationofvariouswelfareprogrammesandpoliciescreatedfromadevelopmental perspective

SuggestedReadings:

1. BhattacharyaSanjay.(2006)SocialWorkAdministrationandDevelopment.NewDelhi,Rawat.
2. ChowdhryPaulD. (2006)Social WelfareAdministration.Delhi, AtmaRam &sons.
3. Goel,S.L.&Jain,R.K.(1988)SocialWelfareAdministration,Vol.I&II. NewDelhi,DeepandDeep.
4. SachdevaDR.(2007)SocialWelfareAdministrationinIndia.Allahabad,KitabMahal.

Elective:CommunityDevelopment

24SWK631 Rural andTribalCommunity Development

3003Int

roduction:

The course will introduce the problems of the rural Community and the scope for application of models ofrural development. This course will help in analysing the various rural and Tribal development policies andprogrammesand theeffectivenessof the programmesin thedevelopmentof thecommunity.

CourseObjective:

1. ToUnderstandtheconceptsofRural,RuralCommunity,Development,CommunityDevelopment&therura l economy ofIndia.
2. ToApplymodelsofruraldevelopmentanddeterminantsofruraldevelopmentandUnderstandRuralDevelop mentPlanning
3. ToUnderstandthevariousruralproblemsandtheirprofessionalrolescommunitydevelopmentworker.
4. ToAnalyzevariousinterventionslikeruraldevelopmentpoliciesandprogrammesandtheimportanceoflocal self-governanceand constitutional binding
5. ToUnderstandtheconceptsofTribalCommunity,socio-economicaspects&leadershipandunderstandvarious problemsof tribal populationand Applymajor tribal developmentprogrammes.

CourseContent:

RuralCommunityDevelopment

Unit-I:RuralCommunityandCommunityDevelopment-
Conceptualizationanddefinitions,Characteristicsofruralcommunity.RuralEconomyofIndia,ParadigmsofRural Development,DeterminantsofRuralDevelopment.Frameworkforcommunityandeconomicdevelopment.Social capitalandcommunitybuilding.

Unit-II:RuralProblemsandInterventions-

Problems: Rural Poverty; Rural-urban migration – forced migration & eviction; Agrarian crisis includingfarmers' suicide; Food security - current challenges; Land acquisition and related issues; Social exclusions;Issuesand reforms regardingpublic sector units-privatization. Humananimal conflicts.

Interventions:SalientfeaturesofvariouspoliciesforRuralDevelopmentinIndia;Ruraldevelopmentagenciesand its role; Major Rural Development Programmes in India; Critical analysis of the earlier programmes anddiscussionon current programmes. Roleofvoluntary agencies in RuralDevelopment.

Unit-III:PlanningandOrganizingRural Development-

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

Organising–
Designinganappropriateorganization,Governmentorganizations,PanchayatiRajorganizations,GramSabha:Concept,Significance,Structure&Powers.Cooperatives,andVoluntaryAgencies.Social Audit and its role.

TribalCommunityDevelopment

Unit IV: Tribes & Problems of Tribes- Tribe - Conceptualization and definitions, Characteristics, Socioeconomic 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 - TribalAreaDevelopmentProgramme;HillAreaDevelopmentProgrammes[HADP];TribalSub-Plans[TSP].Roleofvoluntary organization in tribal development.

CourseOutcome:
1. UnderstandtheconceptsofRural,RuralCommunity,Development,CommunityDevelopment&theruraleconomyofIndia.
2. Applymodelsofruraldevelopmentanddeterminantsof ruraldevelopmentandUnderstandRuralDevelopmentPlanning
3. Understandthevariousruralproblemsandtheirprofessionalrolescommunitydevelopmentworker.
4. Analyzevariousinterventionslikeruraldevelopmentpoliciesandprogrammesandtheimportanceoflocalself-governanceand constitutional binding
5. UnderstandtheconceptsofTribalCommunity,socio-economicaspects&leadershipandunderstandvariousproblems of tribalpopulation and applymajor tribal

developmentprogrammes.

SuggestedReadings:

1. Babuji,M.(1993)Tribal DevelopmentAdministration,KanishkaPub.,NewDelhi.
2. DesaiV.(1988) RuralDevelopment, Vol1-4. Bombay,HimalayaPublishing House.
3. DevendraThakur (1994) TriballifeinIndia(Ten Vols),Deep&DeepPub.,NewDelhi.
4. MukherjeeAmitava.(2004)ParticipatoryRuralAppraisal– Methods&ApplicationsinRuralPlanning.NewDelhi, Concept Publishing Company
5. RhondaPhillips,RobertH.Pittman.(2009),AnIntroductiontoCommunityDevelopment,NewYork,Routledge .
6. SinghKatar.(2009)RuralDevelopment:Principles,PoliciesandManagement.NewDelhi,SagePublication.
7. Sing&Vyas(1989)TribalDevelopment,Himanshu,NewDelhi.
8. SisodiaSinghYatindra.(2005)FunctioningofPanchayatRajSystem.Jaipur,RawatPublications.
9. UNDP.(2000)Rural UrbanLinkages;AnEmergingPolicyPriority.NewYork,BureauforDevelopmentPolicy.

24SWK632 UrbanCommunityDevelopmentandGoodGovernance 3 0 0 3

Introduction:

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

CourseObjective

1. Tounderstandthedifferentaspectsofaurbancommunity,itscharacteristicsand problems
2. Tounderstandtheconceptofurbancommunitydevelopment
3. ToDeveloptheknowledgeon Socialorganizationinurbansettings
4. Tounderstandtheconcept ofgoodgovernance
5. ToenhancetheknowledgeontheActorsofgoodgovernanceandEssentialsofGoodGovernance.Gainedknowledgeon Tools forGood Governance

CourseContent:

UnitI:Concepts-Definition,Generalprinciples.Originandgrowthofcities,theoriesofurbandevelopment-Central place Location Theory and Sector Theory, Characteristics of urban societies,Factors responsible forurban growth, Types of cities ,process of urban development. Urban Zones – The Loop ; Zone in transition;zonesof working men'szone; theresidential zone and the commuterszone.

Unit II: Urbanism, urban ecology- Population; environment; technology and organization; the process – concentration,centralization,segregation,invasionandsuccession,Ruralurbancontrast,urbanlocality,urbanplace, urbanagglomeration,urbanpopulation,urbangrowth,urbanization,Urbanrenewal,urbanmigration

andotherrelatedterms.Sustainabledevelopmentofurbancities,plannedcities–ModerntrendsinUrbanisation.

UnitIII:Socialorganizationinurbansettings-Cultural,social,politicalaspectsofurbanlifeUrbanizationand 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 socialchange,UrbanandTownplanning,ModelsofUrbandevelopmentinIndia,74thAmendmentoftheconstitution and publicprivatepartnership in urbandevelopment. Slum development board.

Unit IV: Good Governance- Understanding concepts, Actors of good governance, Essentials of GoodGovernance,-Ruleof law-accountability,transparency,participation inclusiveness–people'scontrol.

Unit V: Tools for Good Governance - Human Rights, Actors of Good Governance, Understanding CivilSocietyinGoodGovernance,FuturisticperspectivesofGoodGovernanceinGlobalizedWorld.PromotionofG oodGovernancebyUNDP, IMFandWorld Bank.

CourseOutcome:

1. Understandthedifferentaspectsofaurban community,itscharacteristicsandproblems
2. Understandthe conceptofurbancommunitydevelopment
3. Developtheknowledge onSocialorganizationinurbansettings
4. Understandthe conceptofgoodgovernance
5. EnhancetheknowledgeontheActorsofgoodgovernanceandEssentialsofGoodGovernance.Gainedknowl edgeon Tools forGood Governance

SuggestedReadings:

1) Anderson,Nels,TheUrbanCommunity:AWorldPerspective.NewYork:Holt,RinehartandWinston.(1959).
2) Burgess,W.,andBogue,UrbanSociology ,UniversityofChicagoPress,1964.
3) SivaramakrishnanKC,AmitabSinghBN,AHandbookofUrbanizationinIndia,NewDelhi;Oxford,2005.
4) RamachandranR,UrbanizationandUrbanSystemsinIndia,Oxford IndiaPaperbacks,2009.
5) Aichbhaumik, Debajyoti, Indian Policy on Industrialisation, Urbanisation and Industrial New TownDevelopment in Gideon Golany , Ed, International Urban Policies, John Wiley & Sons, New York 1978,pp. 231-48.
6) BhargavaGopal, Urban ProblemsandPolicyPerspectives,AbhinavPublications,NewDelhi,1981.
7) SundaramKV, UrbanandRegional Planningin India,Vikas,NewDelhi1977.

Elective:Medical andPsychiatric SocialWork

24SWK641 SocialWorkPractice in MentalHealthI

3003Introduction

Thiscourseaimsatintroducingtheconceptofmentalhealthandtheneedformentalhealthcareinindia.Thelearner will be able to understand the types of Mental disorders and its treatment. This course will help thelearnertounderstandand
applypsychosocialinterventionsintheirfieldworkespeciallyintheareaofmentalhealth.

CourseObjectives

1. Understandthe conceptofmentalhealthandPsychiatricSocialWork.
2. UnderstandtheclassificationofMentalIllness.
3. Understandthesigns,symptomsand treatmentof thementaldisorders.
4. Understandtheapplicationofthepsychosocialinterventionsattheindividual,familyandthecommunitylevel.
5. Understandthe research,trainingandthewelfaremeasuresforpersonswithmentalillness.

Unit I: Mental Health :WHO definition of Mental Health - Global Mental Health – Definition - MentalWell-being- Mental Health Social Work or Psychiatric Social Work – Definition - Historical development ofPsychiatricSocial Work(India& Abroad).-Needformental health carein India.

ClassificationofMentalDisorders:ICD-10andDSMVTR.CaseHistoryandMentalStatusExamination -SymptomsofDisordersofPerception,Thought,Speech,Memory,EmotionandMotorfunctioning.

Unit II: Signs, symptoms and treatment of common mental disorders:Common Mental Disorders:Anxiety Spectrum Disorders, Mood (Affective)Disorders, Schizophrenia, Mental Retardation/ IntellectualDisability,DisordersthatAffecttheElderly(3D's-
Depression,Dementia,Delirium),PsychoactiveSubstanceUseDisorders.

UNIT III: Signs, symptoms and treatment of other mental disorders: Other Mental Disorders LessCommonlySeen:ChildhoodPsychiatricDisorders,PersonalityDisorders,SexualDisordersandDysfunctions,Cultural Bound Syndromes.

UnitIV:PsychosocialInterventionsandManagement: RelevanceandimportanceofPsychosocialintervention-PsychosocialManagementofpsychiatricillness-IndividuallevelGrouplevel-FamilyLevel-Community level: family visit, school visit, visit to Collateral Contacts - Multidisciplinary Approach inPsychiatry-Role ofsocial workers in mental health settings.

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

Courseoutcome:

1. Studentsshouldbeableto explaintheconceptof MentalHealth,andPsychiatricSocialWork
2. StudentsshouldbeabletogainknowledgeofthE classificationofMentalDisordersasperthe ICD10classification.
3. Studentsshouldbeableapplytheirknowledgeofthetypesofmentaldisorders,itssymptomsandtreatmentin psychiatric settings.
4. Studentsshouldbeabletoapplytheskillsofpsychiatricsocialworkerinthemanagementofpsychiatricillness and psychosocial interventionin families and Community.

SuggestedReadings:

1. Ahuja,Niraj(2011) AshortText BookofPsychiatry7thedition, JaypeeBrothers, NewDelhi.
2. Bhalwar Raj Vir (ed). (2009) Text Book of Public Health and Community Medicine, Pune: PublisherDepartment of Community Medicine, Armed Forces Medical College. Pune, In collaboration with WorldHealthOrganizationIndian office. NewDelhi.
3. Park, K. (2005) Park's text book of Preventive and Social Medicines, Jabalpur, M/s Banarsidas BhanotPublishers,.
4. MedicalPsychiatricBook,SocialWorkinHealthSettings,PracticeinContext,3rdEdition,(2002-09)ByToba Schwaber Kerson, Judith L.M. McCoyd, Associates (2010), Medical Social Work: The ReferenceBook, John Webb, ,Publisher: Trafford On Demand Pub.

24SWK642 SocialWorkPracticeinMental HealthII 3003

Introduction

Community based mental health care is a decentralized approach to ensure health and wellbeing of theindividual. Community-based care is planned to supplement and decrease the require for more expensiveinpatientmental wellbeing caredelivered in hospitals.

CourseObjective:

1. ToenablestudentstounderstandtheconceptsofCommunitymentalhealthandthecommonlyseenmentaldisorders.
2. ToenhanceknowledgeontherecentDevelopmentinMentalHealthnationallyandinternationally
3. Togaininformationonthevariouslegislationsrelatedtomentalhealth inIndia
4. Tounderstandtheapproaches/modelsofmentalhealthpracticedinthe community.
5. ToenlightenontheroleandcontributionoftheNGO'sinpromotingMentalHealthandpreventingMentalDisorders in theCommunity

CourseContent:

Unit I: Community Mental Health: Scope, concepts and perspectives; Historical Overview of CommunityMental Health in India and abroad; Relevance of Community Mental Health Services in India,

Traditionalsystems of mental health care in India. Mental disorders in primary health care. Mental health of women,maternityworkers,Childrenandadolescents-schoolgoinganddropouts,mentalhealthneedsofelderly,

Special groups-refugees, disaster affected populations, Suicide and attempted suicide, Public mental healtheducation

Unit II: Trends in Mental Health Care promotion: Prevention of mental disorders, Promotion of mentalhealth, International developments in mental health care, Inter-sectoral Collaboration between Governmentand Non-Governmental Organizations, Psychosocial care for mental health issues in rural, urban and tribalareas,Challenges formental healthcareinIndia.

Unit III: Legislations related to Mental Health: Legislations in Mental Health impacting CommunityMental 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;NationalHealth Policy 2017:Critical evaluation ofthelegislations. RecentAmendments.

Unit IV: **Community Mental Health Models:** Moving beyond the Institutional Model of service delivery,CommunityMentalHealthpracticeintegratedwiththepublichealthsystem,ModelsofHealthcare-ClinicalModel, Ecological Model, Systems Model, Community based rehabilitation (CBR) models of mental healthcare.Clinical tools forinformation gathering–Genogram, EcomapandSocial networkMap.

Unit V: Community Mental Health and NGOs:- Role of Non-Governmental Organizations in MentalHealth care - Treatment: care and rehabilitation; Community-based activities and prevention; Research andtraining;Advocacyandempowerment. Strengthsand limitationsin MentalHealthcaredelivery.

CourseOutcome:

1. TogainknowledgeoftheconceptsofCommunitymentalhealthandthecommonlyseenmentaldisorders.
2. EnhanceknowledgeontherecentDevelopmentinMentalHealthnationallyand internationally
3. Gainknowledgeofthevariouslegislations relatedtomentalhealthinIndia
4. Applytheapproaches/modelsofmental healthpracticedinthecommunity.
5. UsetheirskillsinworkingwiththeNGO'sinpromotingMentalHealthandpreventingMentalDisordersin the Community

SuggestedReadings:

1. Agarwaal, S.P., Goel, D.S., Ichhpujani, R.L., Salhan, R.N., Shrivatsava, S. (2004). Mental Health-AnIndian perspective(1946-2003), Directorate General of Health Services, Ministry of Health and FamilyWelfare,New Delhi.
2. Chandrashekar,C.R.,Issac, M.K., Kapur, R.L., Parthasarathy, R. (1881). Management of priority mentaldisordersin 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 rehabilitationmodelfor chronicschizophrenia inIndia, BritishJournal of Psychiatry,. 182:57-62.
4. Director General of Health Services: National Mental Health Programme for India. New Delhi, MinistryofHealth andFamily Welfare, 1982.
5. Parthasarathy, R. Chandrasekar, C.R., Issac, M.K. and Prema, T.P. (1981).A profile of the follow-up oftherural mentally ill ,Indian Journal of Psychiatry,23:139-141.
6. Patel,V.,Thara,R.(Eds).(2003).Meetingmentalhealthneedsindevelopingcountries:NGOinnovationsinIndia, Sage(India), New Delhi.

7. Ranganathan,S.(1966).TheEmpoweredCommunity:aparadigmshiftinthetreatmentofAlcoholism.TTRClinical ResearchFoundation, Madras.
8. Sinha,D.(1990).Conceptofpsycho-socialwell-being:WesternandIndiaperspectives,NIMHANSJournal,8(1), 1-11.

Elective:ChildRightsand ChildProtection

24SWK651UnderstandingChildrenasVulnerableGroups 3003

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 familyas well as children under institutionalcare, the role ofState, especially the legislative and administrative systems for child protection. In order tobuild a context for this vast set of knowledge and skills, this paper offers information about the concepts ofneeds and rights and an overview of the State systems, the Indian Constitution, child rights principles, anddifferentnational and international instruments toensurethe rights of thechild.

CourseObjective:

1. LearningontheConceptualClarityandprofileof children
2. Knowledgeonthe SituationAnalysisof VulnerableChildren
3. UnderstandingtheProblemsofChildreninFamily
4. UnderstandingtheChildrenWithoutFamiliesand underinstitutionalcare
5. KnowledgeonChildMaltreatmentandViolenceAgainstChildren

CourseContent:

Unit I: Conceptual Clarity and profile of children-Vulnerablechildren- Concept & definition,Profile&demographicanalysis,National&regionaldisparities,Girlchildren,Childrenwithdisabilities.

UnitII:SituationAnalysisofVulnerableChildren-

Childreninneedofcare&protection,Childreninconflictwithlaw,Childrenincontactwithlaw Childrenlivingon&offstreets,Childreninexploitativelabourmarkets, Children affected by emergencies & disasters, Children affected by HIV/AIDS & Substance Use,Childrenof families at risk, Orphanedabandoned& destitute.

Unit III: Problems of Children in Family-ChangingnatureofIndianfamily,Riseofnuclearfamily,Disintegration of families, changing nature of support systems, Lack of care givers in the family, Surrogacy,Adoptive families, Foster Families, Surrogate families, Guardian arrangements, Women headed and singleparentfamilies.Parentalexpectation,Peergroupinfluence,Problemsof adolescenceinfamiliesand schools.

Unit IV: Children Without Families and under institutional care-Situation of children livingwithout family and institutional support structures, Children living in institutions, Children with physical ormentaldisabilities but without family. Counselling andMental health ofchild

Unit V: Child Maltreatment and Violence Against Children- Children subjected to human

trafficking,Humansmuggling,Sexualmaltreatment&pornography,Forcedlabour,internaldisplacement,Unsafe migration, Begging, Drug trafficking, Hostilities, Abandonment, Cruelty, Unsafe Migration, Pornography;Effectsof migration on children

CourseOutcome:

1. EnablestudentstounderstandtheSituationAnalysisofVulnerableChildren.
2. Enhanceunderstandingon theProblemsof ChildreninFamily.
3. Gainknowledgeof theproblemsofChildrenWithoutFamiliesandunderinstitutionalcareandChildMaltreatmentand ViolenceAgainst Children.

SuggestedReadings:

1. BajpaiAsha(2003)ChildRightsinIndia:Law,PolicyandPractice,OxfordUniversityPress.
2. Govtof India(1998)PlanofActiononChild Trafficking
3. HAQ'sshortpaper on'Dealing withChildrenin Conflictwith Law-Roleof Police'
4. HAQ'sshortpaperon'Children's RighttobeHeard inJudicialProcesses'
5. MaharukhAdenwalla,(2006)ChildProtectionandJuvenileJusticeSystemforJuvenileinConflictwithLaw,Childline IndiaFoundation,
6. NanjundaDC(2008)ChildLabourandHumanRights: AProspective.NewDelhi,KalpazPublication
7. NIPCCD,(2002)TheChildinIndia –AstatisticalProfile,NIPCCD,New Delhi.UNICEFPublication
8. RuzbehN.Bharucha,(2008)MyGodisaJuvenile Delinquent,SainathanCommunication,NewDelhi.
9. UNICEF(2006)GuidelinesontheProtectionofChildVictimsofTrafficking,UnicefTechnicalNotes,ChildTrafficking and Migration, New York,UNICEFHeadQuarters

24SWK652 CareandSupportServicesforChildren

3003Introduction:

This course intended for provide understandings to the students on various International, regional, State andNon-stateinitiativesinthecareandsupportservicestochildreninIndia.Thiscoursealsoprovidesknowledgeaboutminimum standards ofcareand support services ensuredby the statute.

CourseObjectives:

1. Knowledgeonvarious CareandSupport ServicesforChildren
2. Learnaboutthedifferentinitiativesofcareandsupportservices forchildreninIndia
3. KnowledgeonvariousCivil SocietyInitiativesfor CareandSupport ServicesforChildren
4. KnowledgeonvariousInternational&RegionalInitiativesforchildCareandSupportServices
5. EnhanceknowledgeonMinimumStandards ofCare&SupportServices

CourseContent:

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

UnitII:StateInitiative-

CriticalunderstandingoftheGovt.services,IntegratedChildDevelopmentServices(ICDS), Samagra Shiksha Abhiyan, Mid-Day Meal (MDM), National Child Labour Project (NCLP), CentralAdoption Resource Agency (CARA), SAG Scheme for Adolescent Girls, Beti Bachao Beti Padhao (BBBP),PudhumaiPen,IllamThediKalvi,NaanMudhalvan,Kaaval&Kaavalplus,ORC–Ourresponsibilityto Children, Mission Vatsalya, Childline.Services under Juvenile Justice care and protection of children Actandotherlegislations.

Unit III: Path Breaking Civil Society Initiatives - The Prerana model – Night care center, Udayan care – after care model, Prayas Juvenile Aid center The SOS Model and other. Shelter Services Adoption services,Servicesforthedisabled,Other issuebased initiatives.

UnitIV:International&RegionalInitiatives-SGDs,issue-basedinitiatives,RoleofUNICEF,SAARC/SAIEVAC,Toll-freeHelplinesforchildren.RoleofVoluntaryOrganisationsinSupportingChildinneedof careand support.

Unit V: Minimum Standards of Care & Support Services- Minimum standards of C & S services SouthAsian Protocol;Quality care as right, Issues of quality care, , Protocols, SOPs, Checklists, Guidelines, andother tools for quality care;Social audit, Gender 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 ofHome/SocialInvestigation Report.

CourseOutcome:

1. Enablestudentsto understandthevarious CareandSupport ServicesforChildren
2. EnhanceknowledgeondifferentinitiativesofcareandsupportservicesforchildreninIndia.
3. GainknowledgeonvariousInternational&RegionalInitiativesforchildCareandSupportServices

Suggested Readings:

1. BosePradee(2006)ChildCareandChildDevelopment:PsychologicalPerspective,Jaipur:ABD.
2. ChoudharyPremanand (2008)ChildSurvival,HealthandSocialWorkIntervention,Jaipur:ABDP
3. PandeyVC(2005)ChildEducation.Delhi:IshaBooks
4. Sagade Jaya(2005) Child Marriage inIndia: Socio-Legaland Human RightsDimensions,New Delhi:OxfordUniversity Press.
5. SakshiPuri,(2004)ChildWelfareandDevelopmentServices.Jaipur:PointerPublications.
6. ShrimaliShyamSundar,(2008)ChildDevelopment.NewDelhi:RawatPublications

Elective:DisasterManagement

24SWK661 Hazards,RiskandDisasters 3 0 0 3

Introduction:

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

CourseObjectives:

1. TounderstandtheconceptsofdisasteranddisastermanagementandknowledgeonImpactofdisaster s
2. TounderstandGlobalandSocialimpacts ofvarioushazards ondifferentsectionsof thesociety
3. Tounderstandabout the disastersituation intheIndian subcontinentand theroleof socialworkers indisastermanagement.

UnitIConceptualizingDisasters

Introduction to concepts - hazard, risk, disaster, crisis, emergencies, vulnerability, susceptibility, capacity,disaster management,prevention,preparedness,mitigation, rehabilitation.TheoriesonRisk, CrisisandDisasters: 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, riskavoidance and risk assessment. Social, economic and political processes within developing countries thatstructurethe impact on natural disasters.

UnitIIClassificationandImpactsofHazards

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;Ozonelayerdepletion;Globalwarming.EffectsofHazards:Primary,secondaryandtertiaryeffects;Tim eandspacedimensions of disasters.

UnitIIIDisastersand SocialChange

Socialgroupsaffectedbydisasters:EthnicityandGenderissues,Children,aged,physicallydisabled,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 thecontextofdisasters.

UnitIVFundamentalsinDisasterManagement

The disaster management cycle: Critical reflections on the disaster management cycle, Components of adisaster management system: Early Warning System and Communication during disasters, Disasters andsustainabletransformation: Recognizing localculture, structure, capacitiesandneed.

Unit VDisasters inthe IndianSub-continent

History of disasters in India from the vulnerability perspective – (i) Famines in India – (ii) Partition – (iii)DroughtinMaharashtra,AndhraPradesh,Gujarat–(iv)BiharandMumbaiFloods–(v)EarthquakesinLatur,Gujarat,andKashmir–(vi)TheOrissasuper-cyclone–(vii)TheBhopalGasTragedy–(viii)TheIndian

OceanTsunami-(ix)EpidemicsintheIndianSub-continent–Plague,Smallpox,Vector-bornediseases.Terrorist,Communal violence.

CourseOutcome:

1. Applybasicknowledgeaboutthevariousconceptsofthedisastersandthevariousimpactsofthedisaster
2. Understandthevariouscommunity-basedinterventionsthroughparticipatorytoolsadoptedintheareasof Disastermanagement
3. Understandthe existinginstitutionalsystemsinIndiaandvarioustypesof disatersoccurredin India.

SUGGESTEDREADINGS:

1. DamonPCoppola:InternationalDisasterManagement,Butterworth-Heinemann,17-Oct-2006-PoliticalScience -576 pages
2. Risk analysis - A basis for Disaster Risk management Guidelines, 2004 DeutsheGeselleschaft furTechnischeZudammenarbeit(GTZ), Germany.
3. Alexander,D.E.ConfrontingCatastrophe:NewPerspectivesonNaturalDisasters,NewYork,OxfordUniversityPress, 2000.
4. Blaikie,Piersetal,AtRisk:NaturalHazards,People'sVulnerabilitiesandDisasters,London,Routledgeand KeganPaul,Cuny,FC,DisasterandDevelopment,1983,NewYork,OxfordUniversityPress.1994.
5. Sen, A.K. Poverty and Famines: An Essay on Entitlement and Deprivation, New Delhi, OxfordUniversityPress, 1983.

24SWK662 StandardsandApproachesinDisasterReliefandRecovery 3 0 03

Introduction:

Courseobjectives:

1. Tounderstand thenature andtypes ofdisaster responsesystem andtheroleof variousstakeholders
2. Tounderstandbestpracticesin reliefoperationsandreliefstrategies indisastermanagement
3. Tounderstandtechniquesof impactassessmentand riskassessment

UnitINatureandTypes ofImmediateResponse

PhasesofDisaster:UnderstandingResponse&Recovery.Individual,FamilyandCommunityResponses.NaturalHistoryofIndividualResponses:Reactions,FactorsandPsychodynamics;Threat,Impact,Recoil,

Early aftermath phases. Post traumatic stress, anxiety and depressive reactions. Community Responses toDisasters:Reactionstowarning,Blameandhostilityindisasters,Roleoffamilyandrelatives.Organizationalresponsesto disasters. Role ofmediain disasters.

Unit IIStandardsandBestPractices inReliefOperations

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

UnitIII ImmediateReliefStrategies

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 andnursingcare,Occupationalsuppliesandequipment,Smallbusinessrehabilitationetc.TypesofActivity:Corevalue activity – Search and Response, Caring for Casualties, Protection against continuing threat, Relief andcaringofsurvivors.OrganizationsinResponse:PoliceDepartment,FireDepartment,PublicWorksDepartment, Hospitals,VoluntaryOrganizations/NGOs.OrganizationalConstraints:Communication,Coordination,Authority Structure,PriorExperience.DisasterReliefLogistics-strategicplanning,preparedness,pre-event response etc.

UnitIV DisasterImpactAssessment

An overview of disaster assessment: Role and Steps in the Assessment Process; Evolving Objectives ofAssessment;Differentdatacollectionmethodologiessuitableforassessment.Multi-SectorialDamageAssessment.

UnitV GeneralfeaturesofIntegratedRiskAssessment

Short term relief versus long term Recovery; Emergency Operations Plan Development: The dominantplanning model: Command and Control – Assumptions and Consequences. Incident Command System.Alternateapproaches.PrinciplesofPlanning.Differenttypesofdisastersandplanningimplications.Developing a Plan: Direction and Control; Communication; Alerts and Warnings; Evacuation and Closure;Criteriaforevaluating disasterplans.

CourseOutcome:

1. Studentsshouldknowaboutdifferentmodesandmethodsofdisasterresponse.

2. Studentsshouldbeexposedtothebestpracticesinreliefactivities.
3. Studentsshouldgainknowledge aboutthetechniquesofassessmentofdisasterRiskandimpact.

SUGGESTEDREADINGS:

1. McentireD.A.Disaster Responseand Recovery:StrategiesandTacticsforResilience,UnitedStates,JohnWiley and Sons, 2006.
2. Payne,L.,RebuildingCommunitiesinaRefugeeSettlement:ACasebookfromUganda,Oxford,Oxfam,1998
3. Spodek,H.'CrisesandresponsesAhmedabad',EconomicandPoliticalWeekly,2001,p1627-1638.2000
4. TISS:StateandCivilSocietyinDisasterResponse:AnAnalysisoftheTamilNaduTsunamiExperience,Mumbai, TISS,. 2005

Elective:GenderandSocialWork

24SWK671IntroductiontoGenderTheory30 03

Introduction: This course aims to introduce learners to the foundations of gender theory by studying someof 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 willengage in deep study and discussion on the influence of social entities (including media, politics, andindustry) on the formation of gender norms and perpetuating structures (hegemony). Learners shouldcompletethecoursewithabetter understandingfor howthey, as socialworkers, canhelp societyasawholemove towardsgender**equality.**

CourseObjectives:

1. Understandthe complex andintersectingfactorsthatdefinegenderoverall,socialisedgendernorms,andindividual gender identity.
2. Developa criticalunderstandingoftheconceptof genderequality,beawareofourrole ashumanbeingsin creating socialinequities, and identify whatwecan do toimprove the situation.
3. Acquirea foundationalunderstandingofgenderasaconceptinsociology,anthropology,andsocialwork
4. Understand and develop one's own assumptions about gender, social inequality, and the role this hasinsustainable development

Coursecontent:

Unit I: Gender Sensitization introduction: Justification for this topic and the importance of

thisspecializationwithinsocialwork.Overviewofthe majorissues intheworldthatarerelatedtogenderinequalityand systematic, generational perpetuationof such inequality

Unit 2: Sociological concepts of gender: Basic sociological theories of gender and gender-based norms.Differencesbetween biological sex and socialgender (andwhy it isimportant).

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

Unit4:HegemonicMasculinity: DefinitionsofMasculinity,Femininity,andHegemony.Commonfactorsthatcreateand perpetuategender-based power dynamics

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

Courseoutcome:

1. Studentsshouldknowthedifferencesbetween gendertheories.
2. Students should be able to understand how gender inequality has impacted/influenced social normsandsystematic,generationalpoverty, aswellas recognizetheneedfor andthemeans toamoreequalsociety.
3. Students should have a foundational knowledge of "hegemony" and the processes that perpetuatepowerdynamics in society.
4. Studentsshould understandtheirroleas social workersin strivingforgender equality.

SUGGESTEDREADINGS:

1. Coley, C., Gressel, C.; Dhillon, A.; Shukla, T.; Sheshadri, S.; Pandey, N.; Kumar, G.; Bhavani, R.R.(2022).ABraided River:TheUniverseofIndian Women inScience.UNESCO Publishing.
2. Coley,C.;Gressel,C.;Bhavani,R.R.(2021).Transforming'Men'talities:GenderEqualityandMasculinitiesin India. UNESCO Publishing.
3. Valerie Amos and Pratibha Parmar (1984) Challenging Imperial Feminism. Feminist Review 17: 3-19.
4. Sedef Arat-Koç (2018) Migrant and domestic care workers: Unfree labour, crises of socialreproduction and the unsustainability of life under 'vagabond capitalism'. in Juanita Elias andAdrienneRoberts,eds.Handbookonthe InternationalPoliticalEconomyofGender.Cheltenham:EdwardElgar Publishing.
5. JudithButler(1990)GenderTrouble:FeminismandtheSubversionofIdentity.NewYork:Routledge.
6. KimberleCrenshaw(1989)DemarginalizingtheIntersectionofRaceandSex:ABlackFeministCritique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. University ofChicagoLegalForum 139-168.

7. SylviaRiveraCusicanqui(2012)Ch'ixinakaxutxiwa:AReflectiononthePracticesand DiscoursesofDecolonization. South AtlanticQuarterly 111(1): 95-109.
8. MichelFoucault(1976) TheHistoryofSexualityVolume1:An Introduction.NewYork:PantheonBooks.
9. GailLewis(2017)QuestionsofPresence. FeministReview117:1-19.
10. PetrusLiu(2012)QueerHumanRightsin andAgainstChina: MarxismandtheFigurationoftheHuman.Social Text 11030(1): 71-89.
11. SantaCruzFeministofColorCollective(2014) Buildingon"theEdgeof EachOther'sBattles":AFeministof Color Multidimensional Lens. Hypatia29(1):23-40
12. Hofstede, G. H. (2001). Culture's consequences: Comparing values, behaviors, institutions, andorganizationsacross nations (2nd ed). SagePublications.
13. Davis,A. Y. (2011).Women, race, & class.https://archivesquebec.libraryreserve.com/ContentDetails.htm?id=590128
14. NKabeer*ReversedRealities:genderhierarchiesindevelopmentthough*t(Verso,1994)
15. SChant*GenderGenerationandPoverty:exploringthe 'feminisationofpoverty'inAfrica,AsiaandLatinAmerica* (EdwardElgar, 2007)
16. MEvans,CHemmings,HMarsha,HJohnstone, SMadhok, APlomien,andSWearing*TheSAGEHandbookof Feminist Theory* (SagePublications, 2014)

24SWK672 GenderandSocial Normsin India 3 0 0 3

1. **Introduction:** This course aims to provide learners with an in-depth look at gender within the Indiancontext. This will include an analysis of historical roots of gender and the evolution of norms overtime. It will also include an overview of the key legal and civic decisions that support gender equalitymade by the Indian government. Learners will engage in study and discussion on the influence ofsocial 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 thecourse with a better understanding for how they, as social workers, can help society as a whole movetowardsgender equality.

CourseObjectives:

1. Gaina betterunderstanding ofthe uniquecharacteristics ofgender normswithin India
2. GainabetterunderstandingofthemostcommongendernormsatdifferentpointsinIndianhistory,up totoday.
3. Developa criticalunderstandingoftheevolutionof India'slegalprotectionsforgenderequalityandwomen'ssafety.
4. Understand and develop one's own assumptions about gender, social inequality, and the role this hasinsustainable development

Coursecontent:

Unit1:HistoryofGenderin India: Historicalbasisofgendernormsinreligion,politics(rulingcultures),and other social movements. Subsections will focus on: Ancient India, Mughal empire(s) (Muslimoccupation),and British raj / colonialism.

Unit2:Keycharacteristicsofgenderin India:Differencesingendernorms withinIndiabasedongeography, religion, caste/class, etc. Differences in challenges between informal/formal economy(unorganised/organised).Also anoverview ofthe myriadissues facedby womenin India.

Unit3:Modernexpressions/evolution: Impact ofglobalisationandmedia.Generationaltrendsandspeedinshifts ofcollectivevalues

Unit4:Genderinthelaw: Reviewfrom pre-independencetill today,with summaries ofeach ofthe 5YearPlans. Key moments in legal shifts (independence, globalisation, MGDs, SDGs, Nirbhaya, etc). Gaps andshortcomingsof existing laws andhow aSocial Workercan assist peopletakeadvantage.

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 genderequality.

Courseoutcome:

1. Studentsshouldknowthedifferenceswithingendernormsover India’shistory
2. Studentsshould beable to explain howpower dynamicsin society arereflected ingender norms.
3. Studentsshouldhaveastronggraspof Indianlawsthatprotectwomen,andhowtheyhave evolvedovertime.
4. Studentsshould understand theirroleas social workers in strivingforgender equality.

Readings:

1. Visvanathan,N.et.al.(2012)TheWomen, GenderandDevelopmentReader,London:Zed Books.
2. Altekar,A.S.(1983).PositionofwomeninHinduCivilization.Banaras:TheCulturepublicationHouse, Banaras Hindu University.
3. Coley,C.;Gressel,C.;Bhavani,R.R.(2021).Transforming‘Men’talities:GenderEqualityandMascu linitiesin India. UNESCO Publishing.
4. “Rights Talk and the Feminist Movement in India in Women's Movements in Asia: Feminisms andTransnational Activism” in Women's Movements in Asia (edited by Mina Roces, Louise Edwards)-Sumi Madhok

5. “Mapping Women's Activism in India: Resistances, Reforms and (Re)-creation” in RoutledgeHandbookofGender in South Asia(edited byLeela Fernandes)-RukminiSen
6. National Policy for Women Empowerment. (2015, August 6). Ministry of Women & ChildDevelopment.RetrievedSeptember 10,2022, from**https://wcd.nic.in/womendevelopment/national-policy-women-empowerment**
7. Sarpotdar, A. (2020, May 16). Examining Local Committees under the Sexual Harassment ofWomenatWorkplace Act.EconomicandPoliticalWeekly,50(20),51-58. IMPRIIndia.16May2020
8. Seema.(2013,November).AHistoricalAnalysisofWomenDevelopment inIndia. InternationalJournal of Scientific Engineering and Research (IJSER).**https://www.ijser.in/archives/v1i3/SjIwMTM1MA==.pdf**
9. Hall, S. (2015). Cultural Identity and Diaspora. In Colonial discourse and post-colonial theory (pp.392-403).Routledge.
10. Ravi,S.,&Jayaraman,N.(2017,March10).GenderissuesinIndia:anamalgamationofresearch.Brookings Institution.**https://www.brookings.edu/research/gender-issues-in-india-an-amalgamation-of-research/**
11. Mundhe,E.S.(2021).THESTUDYON ISSUESANDCHALLENGESOFWOMENEMPOWERMENT ININDIA.Kalyan Bharti, 36(8),41-46. August2021
12. Bose,M.(2007).Women’shome-centredworkinIndia:Thegenderedpoliticsofspace.InternationalDevelopment Planning Review, 29(3), 271–298.
13. Mohan, R. (2015, November 26). Over the past two decades, every fifth suicide in India is by ahousewife. Brookings Institution.**https://www.brookings.edu/opinions/over-the-past-2-decades-every-fifth-suicide-in-india-is-by-a-housewife/**
14. Sekher,T.V.(2010). Specialfinancialincentiveschemes forthegirlchildinindia:Areviewofselect schemes. Retrieved from**https://www.unfpa.org/sites/default/files/resource-pdf/UNFPA_Publication-39772.pdf**
15. Tripathi, K., Borrion, H., & Belur, J. (2017). Sexual harassment of students on public transport: Anexploratorystudyin Lucknow, India.Crime PreventionandCommunity Safety,19(3),240–250.

Elective:COMMUNICATIONFOR SOCIALANDBEHAVIOURCHANGE

24SWK676 Development:History,theoriesand concepts 3 0 0 3

Introduction:

Thecourse'sgoalistoprovidestudentswithanoverviewofthehistoryandevolutionofdevelopmentstudies.In this module, students will learn about main theories, analytical premises and critiques. Emphasis will begiventounderstandingtheinfluenceoftheoreticalmodelsondevelopmentpoliciesandprogrammes.Particularatt ention is paid on theimpact of theories and practiceinIndia.

CourseObjectives

1. Tounderstandthe knowledgeofbasictheories andmodels indevelopment
2. ToCriticallyanalysis ofkeytheoriesandmodels.
3. TounderstandHumanrights-basedapproachtodevelopment

Unit1-Earlytheoriesand modelsofdevelopment

Emergence of development theories, dependency theory, alternative development thinking, dominance ofeconomicgrowth,technologytransfer,modernizationasdevelopmentgoalsandGlobaldevelopmentalchallenge.

Unit2-Contemporarytheoriesofdevelopment

Contemporarydevelopmenttheories,globalization,environment,sustainabledevelopment,participatorydevelop mentand humandevelopment. Emergence of governanceand accountability.

Unit3 -Human rights-basedapproach todevelopment

principles and elements of human rights, human rights applications in development programming, history ofrights-basedapproaches,innovationsand contributions todevelopment theory andpractice.

Unit4-Community/societylevelsandC4Dtheories

Socio-ecological model, participatory communication, collective efficacy, social norms, social capital andactornetwork

Unit5-Communicationfordevelopment:Theories,modelsanddebates

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

CourseOutcomes

1. Knowledgeof basictheories and modelsin development
2. Criticalanalysisofkeytheoriesandmodels
3. Developcoherentargumentsabout thestrengthsandlimitations oftheoriesandmodels
4. Abilitytoexplaintheoriesandmodelsandunderstandpracticalimplications
5. UnderstandHumanrights-basedapproachtodevelopment

TextBooks/Requiredreadings

1. Cardoso,F.H. andE.Faletto.1979.DependencyandDevelopmentinLatinAmerica.Berkeley,CA:Universityof CaliforniaPress.
2. Escobar,Arturo.1995.Encountering Development:TheMaking andUnmakingof theThirdWorld,chapter1. Princeton: Princeton University Press.
3. Chambers,Robert.1997.RuralDevelopment:PuttingtheLastFirst.London:IntermediateTech nologyPublications.
4. Ackerman,JohnM.2005.Humanrightsandsocialaccountability.WorldBank.Retrievedfromhttp://go.worldbank.org/BQ7PNUX450
5. KirkemannB,JakobundTomasMartin. 2007.ApplyingaRights-basedApproach.An InspirationalGuide for Civil Society. Danish Institute for Human Rights. Retrieved fromwww.humanrights.dk/.../applyingarights-basedapproach.pdf
6. Seers,Dudley.1969. The Meaning ofDevelopment. InternationalDevelopment Review11(4): 3-4.
7. Andrews, Matthew, and Anwar Shah. 2003. Citizen-centered governance: A new approach to publicsector reform. Washington, DC: The World Bank. Retrieved fromhttp://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.ThePassingofTraditionalSociety:ModernisingtheMiddleEast.Glencoe,Ill.:Free Press.
10. Thaler,R.andSunstein,C.2008.Nudge:ImprovingDecisionsaboutHealth,Wealth,andHappiness

24SWK677Communication for Development - The Indian context and global experiences3 0 0 3

Introduction

CommunicationforDevelopmentisappliedtoawiderangeofthematicareasindevelopmenttofindsolutionsand to address underlying causes of problems such as Climate change, environment, Health and water andsanitationthat plaguevarious populations.

CourseObjectives

1. Tointroducestudentstounderstandtheroleofwomenandgenderinwatermanagementandenvironmentalissues.
2. Toenablestudents tounderstandthe impactof climatechangeon healthandlivelihoods.
3. Toenablestudents tounderstand therelationship betweenhealthcareandsanitation.

UnitI -Gender

GenderEquality,creationofcompetitivemarkets,promotionofphysicalcapital,strengtheningtheruleoflaw,openness totrade,increaseinHumancapital,accesstoemploymentandskills.Accesstousageofinfrastructureand utilities, decisionmaking andaccess to information.Gender Based Violence.

UnitII–ClimatechangeandCommunityResilience,environment

Need for Gender sensitive approaches, Vulnerability and adaptation, Environmental factors influencingWomen'shealth

UnitIII-HealthandNutrition

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

UnitIV-WaterandSanitation

MainstreamingGenderinWaterresources,WaterSanitationandHygieneservices(WASH),Watermanagementfor sustainablelivelihood,ToolkitformainstreamingGender inwateroperations(WorldBank).

UnitV-FinancialInclusion andLivelihoods,Education

Gender andFinancialinclusion-SocialFinance andGender.Educationof womenfordevelopment.

CourseOutcomes

1. To enable students to have a good command of technical issues in order to be able to design andimplementsound communication programmes.
2. Toenablestudentstoanalyse waystointegrateissues incommonprogrammaticactions.

Readings

1. PaulKibirige(Author),2020,GenderIssuesandDevelopment.Genderunderstanding,Munich,GRINVerlag,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 aVariable in International Development***, Background Paper Prepared for the World Bank WorkshoponPoverty and Gender:New Perspectives, Washington DC.
4. Kabeer, N. (2012) ***Women's economic empowerment and inclusive growth: Labour markets andenterprise development***,Discussion Paper 29/12, Centre for Development Policy and

Research,SchoolofOriental 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***,Workin 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 Resource Management

24SWK681 Labour Welfare Polices, Legislations and Codes 3 0 0 3

Course Objectives:

1. To make the students aware about the Existing Labour Administrative Set Up both at the Center and the State Level.
2. To understand the Existing Structure and Functions of Industrial and Labour Judicial System in India.
3. To enable the Students to Review the History of Labour Legislation in India and the Development of Industrial Jurisprudence.

UNIT I

Labour Administration and Judicial Administration. History of Labour Legislation – Labour in Indian Constitution, Industrial Jurisprudence, Judicial Set Up and Administration of Industrial and Labour Judiciary, Administrative Set Up and Functions of the Factory Inspectorate, Central and State.

UNIT II

The Factories Act 1948, The Tamil Nadu Shops and Establishments Act 1947, The Industrial Employment (Standing Orders) Act 1946 and Relevant Case Laws.

UNIT III

The Payment of Wages Act 1936, The Payment of Bonus Act 1965, The Industrial Disputes Act 1947, The Trade Union Act 1926 and Relevant Case Laws.

UNIT IV

The Employees Provident Fund and Miscellaneous Provisions Act 1952, The Payment of Gratuity Act 1972, The Public Provident Funds Act 1968, The Employees' Compensation Act 1923 and Relevant Case Laws.

UNIT V

Four Labour Codes, The Employees' State Insurance Act 1948, The Maternity Benefit Act 1961, The Apprentices Act 1961, The Contract Labour (Regulation and Abolition) Act 1970 and Relevant Case Laws.

Reference

Ajay Garg, (2012). Labour Laws One Should Know, Nabhi Publishing House,
Dale Yoder and Paul Stau,(1986). Personnel Management and Industrial Relations, 7th Edition.New Delhi : Prentice Hall of India Pvt.Ltd., 1986.
Kapoor N D, (2001). Elements of Industrial Law, New Delhi: Sultan Chand and Sons,
Kumar H L (2013), Labour Laws Everyone should Know, New Delhi: Universal Law Publishing.
Kumar H L (2013). Compliances Under about Laws: A User's Guide to Adhere with the Provisions under Various Employment Related Acts, New Delhi: Universal Law Publishing.
Tripathi P C, (2013). Personnel Management and Industrial Relations, New Delhi: Sultan Chand and Sons.
Sharma,A.M, (2011). Industrial Relations Conceptual and Legal Framework- New Delhi: Himalayan Publishing House.
Srivatsava S C, (2012). Industrial Relations and Labour Laws, New Delhi: Publishing House and Educational Books.

24SWK682 Organisational Behaviour, Change and Development 3 0 0 3

Course Objectives

1. To help students build a knowledge base appropriate to understand the Human Behaviour in an Organization.

2. To enable the students to perceive the attitudes required for the successful applications of Organizational Behaviour.

3. To present a new perspective for Management.

UNIT I Organizational Behaviour: Evolution and Concepts, Organization Behaviour Model, Organiation Behaviour Challenges– Globalization, Information Technology, Learning Organizations and Diversity, Leadership Skills And Role of a Organisation Behvaiour Manager.

UNIT II Perception – Factors, Attribution Theory. Personality- Myer Briggs Type Indicator, The Big Five Personality Model, Personality traits relevant to Organisation Behaviour. Attitudes- Major Job attitudes-Job satisfaction, Job Involvement, Organisational Commitment, Organisational Citizenship Behavior- Employee Engagement.

UNIT III Motivation – Hierarchy Theory of Human Needs, Theory of X and Y, Two-Factor Theory, McClelland's Theory of Needs, Equity Theory and Expectancy Theory. Group Decision Making- Groupthink, Social Loafing and Group shift, Group Decision Making Techniques. Work Stress- Nature, Types, Causes, Personality and Stress, Consequences of Stress

UNIT IV Conflict- Concept and Types of conflict- Interpersonal, Role related, Goal Related, Interpersonal and Intragroup Conflict, Process of Conflict, Negotiation. Leadership- Trait Theories, Fiedler Model, Mouton Blakes Model, Situational Leadership Theory, Leader Member Exchange Theory, Transactional and Transformation Leadership.

UNIT V Organisational Structure – Determinants of Organizational structure, Bureaucratic and Matrix Structures, Virtual Organization, Boundary Less organization, Mechanistic and Organic Organizations. Organisational Culture - Elements, Functions, Theories of Organisational Culture, Hofstede's Cultural dimensions, Organisation Climate.

Reference

1. French Wendell. L, Cecil H. Bell, Veena Vohra, (2013).New Delhi:

2. Pearson Ghanekar, Anjali,(2011). Organisational Behaviour, New Delhi:
3. Everest Publishing House
4. Khanka, S.S, (2004). Organisational Behaviour, New Delhi: Sultan Chand & Sons
5. Luthans, Fred,(2010). Organisational Behaviour, Singapore: McGraw Hill Inc
6. Prasad, L.M. (2014). Organisational Behaviour, New Delhi: Sultan Chand & Sons
7. Pareekh, Udai (1998). Organisational Behaviour Process, Jaipur: Rawat Publications
8. Robbins, Stephen P, (2013). Essentials of Organisational Behaviour, New Delhi: Prentice Hall of India
9. Robbins, Stephen P, (2010). Organisational Behaviour, New Delhi: Prentice Hall of India.

Elective:HUMANRIGHTS (TheArizonaUniversitycourses)

HRTS501 AdvancingHumanRightsOrganizations 3 0 0 3

CatalogDescription

This course focuses on the practical aspects of advancing human rights through civil society organizations(CSOs–oftenreferredtoasnon-governmentalorganizations,NGOs)withaspecialemphasisonsomeofthedramatic transformations that human rights CSOs have undergone in the past couple of decades.The coursewill cover such critical issues as: management of resources, relationships with personnel and boards ofdirectors, fundraising and financial management, accountability, navigating governmental corruption, andprogramevaluation.

CourseOverview

Human rights CSOs have undergone dramatic transformations in the past couple of decades.CSOs are nowroutinelyseenascrucial actorsinanumberofnationalandinternationalforums,possessingneededexpertiseon specific issues and countries.CSOs also increasingly work directly with marginalized populations.Inaddition, CSOs often collaborate with other CSOs to bring legal cases and strategically unite into largecoalitionstodrawattentiontoaspecificissue.CSOsalsoareheldmoreaccountabletocommunitystakeholdersa nddonors.Thesetransformationshaveledtochangesinthewaythat CSOsmustbemanaged,aswell asthe typesof deliverablesthat theyproduce. Theyalso haveraised ahost ofethical issues.

Wewillexaminethesechangesthroughaseriesofquestionsthatgettotheheartofworkinginandwithhumanrights CSOs.How do CSOs both advance and limit human rights?Can CSOs be made adaptable enough tocreate sustained change in human rights or are they inevitably caught up in organizational inertia?How canCSOs 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 anorganization to create broad coalitions and seek funding from external sources without losing sight of its keyprinciples?

Human Rights CSOs vary greatly in size, goals, and functions and they evolve over time; so, students willclosely examine a number of organizations throughout the semester. Since we expect a number of studentswillcurrentlybemanagingorworkinginhumanrightsCSOs,studentswillbeabletoofferinsightsfromtheire xperienceandinvitepeoplefromtheirworktoparticipateinthecourseasexternalparticipants.Wealsowillhavevideo

conferences with anumberof CSO leaders from aroundthe globe.

LearningOutcomes

Bytheend ofthe course,students willbe ableto:

1. ExplainhowhumanrightshavebeenadvancedthroughthestrategiesandpracticesofhumanrightsCSOs,and howtheseorganizations have changedsignificantly inrecent years,
2. DiscussmajorcontextualfactorscurrentlyfacinghumanrightsCSOs,
3. Giveexamplesof manyofthemajorethical issuesthatconfront humanrights CSOs,especiallythosethatarisewhenworkingwithgovernments and marginalizedcommunities,
4. Describe some of the leading critiques of CSOs in their efforts to advancehuman rights and suggestpromisingstrategies of addressing thesecritiques
5. Identify the range of leadership and management skills needed to manage and even increase a CSO'sefficiency and effectiveness, including: strategic planning, procuring and managing funding forCSOs,working with Boards ofDirectors, and assuringaccountability.
6. Deploy planning and analytical skills gained from reviewing a number of case studies of CSOs infutureworkwith human rights CSOs.

PART I: OVERVIEWOFCIVIL SOCIETYORGANIZATIONS(CSOS)

Week1:Introduction

WeeklyOverviewandObjectives:
This will serve as an introduction to the course and an inroad into understanding what exactly we are talkingabout when we reference human rights CSOs. What are CSOs and where did they come from? Why did theyarise at this juncture of human history and what do they mean for human rights practice? What can CSOsactually"do"to further humanrightsand how might webegin to think about effectiveCSOs?
Objectives:FollowingthisIntroduction,theparametersofthecoursewillbeclearer,youwillunderstandwhattolookforinyourprojectwork,andyouwillbegintoformdirectionsandfocusonyourprojectworkforthiscourse. Further,youwillhaveacquiredthebasicframeworkforunderstandingwhatweareexaminginthiscourse,especially the various organizations that exist and how they are designated. This will serve as the basis formovingforwardinthecourseitselfandforunderstandingfollow-ondiscussionsandanalysesofhumanrightsorganizations.

RequiredReading:

MaryKaldor, Chapter5*TheIdea ofGlobal CivilSociety*in HumanSecurity, PolityPress, 2007

CSOs and NGOs, notes on terminology:http://www.cn.undp.org/content/dam/china/docs/Publications/UNDP-CH03%20Annexes.pdf

SuggestedReadings:

AryehNeier,*TheInternationalHumanRightsMovement:AHistory*(Selections)

Dichter,T.W.GlobalizationanditsEffectsonNGOs:EfflorescenceoraBlurringofRolesandRelevance? *Nonprofit and Voluntary Sector Quarterly* (supplement)

28Azzam, Fateh. "WhyShouldWeHaveto"Represent"Anyone?"

Gaventa,J.2003.CrossingtheGreatDivide:BuildingLinksandLearningBetweenNGOsandCommunity-BasedOrganizationsin theNorthand South.*The Earthscan ReaderonNGO Management,*pp.256 –271

Spar,D.L.andL.T.LaMure.2003.ThePowerofActivism:AssessingtheImpactofNGOsonGlobalBusiness. *California Management Review,* 45(3),78-102.
Fidler, David P. 2004Fighting Axis of Illness:HIV/AIDS, Human Rights, Foreign Policy, *Harvard HumanRightsJournal*17:99-136

GuestSpeaker: Ram Bhandari,CommitteeforSocialJustice, NepalOctober 10@6.30 PST

WeeklyAssignments:

1. Enteryourintroductionandareasofinterestintotheweek'sVoiceThread(VT)sothatstudentscanfindlike-minded students withwhom they could partnerto completeProject I.
   Pleasenote inthe D2LAssignment sectionthat youhavesubmittedaVT.
   D2LAssignment 1
2. Choose a partner(s) [Preferably THREE students/group]for **Project I** and submit your studentnames**AND**titleof theproject/CSOs to beexamined.
   D2LAssignment 2
3. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up pointsyou desire to know about. What impression did the guest lecturer make and what information did
   youacquirefromtheguestlecturethatassistedyouinunderstandinghoworganizationsoperateandmoveforward their agendas?
   Pleasenote inthe D2LAssignment sectionthat youhavesubmittedaVT.
   D2LAssignment 3.

Week2:The"Ecosystem"andClassificationofCSOsWee

klyOverviewandObjectives:

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

Objectives: By the end of the lecture, you should have greater insight and understanding of the CSO map, asit were. You will be able to identify the different organizations that exist and discern the pluses and minusesfortakingspecificdirectionswithdifferentCSOs.Further,youwillbegintounderstandthatthesedistinctions have implications for a CSO depending on what they seek to accomplish and the best means for achievingtheirgoals.

Requiredreadings:
Youcan**EITHER:**

1. ChooseTWO articlesfromthe following linkfile:///Users/hammer/Downloads/Technology%20for%20Change.

pdf -notedas
TechnologyforChangeintheWeek 2module aswell (incaselinkfails)
andconsider/critiquewhatisbeingasserted(doyouagree?Whyorwhynot?Doyouhavealternativeideas?)
OR
2. ReadthefollowingtwoarticlesandconsiderwhateachissayingaboutCSOs–aretheyreallythatdifferentintheir approaches?
RODRÍGUEZ-GARAVITO*TRUMP'SVICTORYCOULDPUSHTHEHUMANRIGHTSMOVEMENTTOTRANSFORM*(2016)
STEPHENHOPGOOD*ITBEGINS ANDENDSWITH POWER*(2013)

Suggestedreadings:

- Hewlett'santi-povertyprogramsintheSFBayareahttps://hewlett.org/strategy/propelnext/
- Evaluation101forHumanRightsOrganizations:Howdoweknowifwearemakingadifference? **https://www.aaas.org/evaluation101**
- Uttam Uprety *(Shrinking) Civic Space in Nepal: Concerns Among Indigenous People'sOrganizations*47 Forum for Development Studies 243 (2020)file:///Users/hammer/Downloads/Shrinking%20Civic%20Space%20in%20Nepal%20Concerns%20Among%20Indigenous%20People%20s%20Organizations.pdf

GuestSpeaker: JudithStephens,Intl.JusticeMissions,GhanaOct.287:00PST

WeeklyAssignments

1. For **Project I**, please submit a summary overview of the organizations you intend to analyze, thepersonorpeopleyou intend tointerview(ifatall),and whatyou perceive tobethe typeor form ofNGOsthat 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 pointsyou desire to know about. What impression did the guest lecturer make and what information did youacquirefromtheguestlecturethatassistedyouinunderstandinghoworganizationsoperateandmoveforward their agendas?
   Pleasenote inthe D2LAssignment sectionthat youhavesubmittedaVT.
   D2LAssignment 5.

PART II:STARTINGANDSUSTAININGA CSO

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

A stable CSO is built with a clear vision, effective structure, and stable long-term plans that incorporate thecapacity to evolve in the face of changing information and contexts. Maintaining a solid visionary plan notonlytranslatestomore effective workandhumanrightsprotection,butalsoallows forbetter fundraising and

clearerpathtopotentialdonors.ManagingandgoverningaCSOinvolvesupholdingthefocusanddirectionoftheorganization,building its capacity,and maintaining aviable and functioninginfrastructure.

Objectives:
This week helps build our understanding of the range of leadership and management skills needed to manageand even increase a CSO's efficiency and effectiveness, including: strategic planning, operations, workingwithBoards ofDirectors,and assuring accountability.

RequiredReadings:

- Lewis, D. 2007. "Advocacy and Service Delivery: Managing the Main NGO Activities" in *TheManagementof Non-governmentalDevelopmentOrganizations,Second Edition*
- Berliner, Peter; Line Natascha Larsen; and Elena de Casas Soberon. 2012. Case study:promotingcommunity 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*.NewYork:Springer Scienceand Business Media, pp.387-397.

Suggestedreadings:

- Merry,SallyEngle.2011.Measuringthe world:Indicators,humanrights,andglobalgovernance. *CurrentAnthropology*52 (supplement 3):s83-s95.
- Kilby, Patrick. "Accountability for Empowerment: Dilemmas Facing Non-GovernmentalOrganizations." World Development. Vol.34, No.6,2006: 951-963.
- Mordaunt,Jill."TheEmperor'sNewClothes:WhyBoardsandManagers FindAccountabilityRelationshipsDifficult."PublicPolicyandAdministration.Vol.21,No.3,2006: 120-134.
- Lewis, D. 2007. NGOs and the Management of Relationships in *The Management of Non-GovernmentalDevelopment Organizations, Second Edition,*
- Edwards,M.(2002). "NGOPerformance: What BreedsSuccess?NewEvidencefromSouthAsia"In M.EdwardsandA. Fowler(Eds.), *TheEarthscanReaderonNGOManagement*London:Earthscan.

Guestspeaker: HowardZiegler,VitamoinsNov.38.00PST

WeeklyAssignments:
1. Pleasecomplete**Project II**.**D2L Assignment6**.

A. Gotohttps://humanrightsconnected.org/search-activist-toolkit/
andchoose**TWO** differentarticles orfilms toaddress inyourassignmentpaper.
ONEOFTHEMMUSTBEATOOLKITORGUIDANCEPAMPHLETOFFEREDONTHEWEBSITE.
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 fromhttps://humanrightsconnected.org/search-activist-toolkit/

ORB.2.:onemeasured country from: https://rightstracker.org/en

Your assignment paper will critically assess the materials or information being offered in the toolkit or otherform of article or film. The notion here is to have you start reading external materials and know how to siftthroughthem to achieveinformation and critically assess what you arereading.
Consider the tools or skills being offered in the film or article that you chose, and assess how these mightactuallyassistanorganization,and(mostimportantly)why?Further,thinkcarefullyaboutwhatelseisneededor notneededasthecasemaybe,andwhatyoucancontributeasaresultofwhatyouhavelearnedthusfarinthecourse.

RUBRIC:
Your project should include a summary of the article or film, an overview of what the film or article isproviding an organization, and a critique of what is potentially missing, is outdated or incorrect, or can beadded,to better assist an organization.
Iam lookingforanywherefrom 4-6pages (in total)ofoverviewandanalysis.

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points youdesiretoknowabout.Whatimpressiondidtheguestlecturermakeandwhatinformationdidyouacquirefromthe guest lecture that assisted you in understanding how organizations operate and move forward theiragendas?

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

7.Week4 : Funding andbusinessmodels

Overview:
Wewillexaminefundingavenues,managementskillstoutilizefundseffectively,andtheimportanceofenduringfor adequatefund management tobest achievethe goals of theorganization.

Objectives:
The goal here is to be able to access funds and utilize them correctly. You will acquire such skills at the endofthelecture,especiallyafterworkingontheassignmenttoidentifyfundingsourcesrelevanttoyourcauseorgoals.

RequiredReadings:

UA–PIVOTandtheUAFoundationDirectory OnlineProfessional
Pleaseuse:
PIVOT https://rgw.arizona.edu/development/funding-opportunities/search-databases-and-useful-funding-sources/cos-pivot
and/orthe
Foundations Directory Online
Professionalhttps://libguides.library.arizona.edu/az.php?a=
f
Surfovertothesesitesandbecome familiar/comfortable inusingthem
Lawrence,S.,andC.Dobson(2013)AdvancingHumanRights:TheStateofGlobalFoundationGrantmaking,InternationalH uman Rights Funders Group
AWID"WateringtheLeaves,StarvingtheRoots"Availableat:http://www.awid.org/Library/WTL-Full-Report-Final
SuggestedReading:
StanfordReview:10 business modelsforNGOs

"Money – Budgeting, Accounting, Fundraising" from How to Build a Good Small NGO: in 6 Modules"BuildingSustainability"from Howto Build aGoodSmall NGO: in 6Modules

WORTHCHECKINGOUT:https://www.globalgiving.org/accelerator/

GuestSpeaker:Onlinetutorial onfundraisingfromElizabethStahmer oftheUA –Pleasegoto theContentSectionofthe D2L/ Week 4 and watch the explanatory video.

WeeklyAssignments:

Pleasecomplete**Project III.D2L Assignment8.**

Pleaseuse:

PIVOT https://rgw.arizona.edu/development/funding-opportunities/search-databases-and-useful-funding-sources/cos-pivotand/orthe

Foundations Directory Online

Professionalhttps://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 thatarethefocus of **Project I**.

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

You MAY include certain aspects of the funding source into your final Project I submission in Week 7!RUBRIC:Inyourproject,youshouldidentifytheorganizationsthatyouintendtoassist,theircurrentsource of funding and potential avenues for improvement. Then delineate the course of funding that youhaveidentifiedwithinthe databases,includingwhat isneededto bedonetoachieve asuccessfulapplication.It is important that you note how you would go about seeking further funding, including as well the differentrequirementsfrom the funding sources you haveidentified.

I will evaluate your work based on the clarity of your proposal that demonstrates an understanding of thetargeted organizations, the targeted funding sources, and the means for using the available databases toacquireproperand relevant/applicableinformation.

Anoutputof2-4 pagesshouldsuffice.

PART III CritiquesandChallengestoCSOs

Week 5 : Power, Ethics and

Corruption.WeeklyOverviewand

Objectives:

Maintaining integrity involves not just internal financial responsibility but also acting in an ethical mannerpursuant 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 withininternational organizations. How might one deal with corruption when conducting activities with or beforegovernmentalauthoritiesorotherorganizationswithinternalproblemsorcorruptedinfrastructure?Howmigh tonemaintain ethicalstandards inamannerthat does notcompromisetheorganizations focusand goals?

Objectives:

You will acquire insight and understanding of the issues involved with corruption and the importance (andinternalandexternalbenefits)inmaintainingethicalstandardswithinanorganization.Further,itisimperativetha

tyouachieveanunderstandingofhowtoapproachcorruptionandadequatelyaddressitasaviablehumanrightsorganization.

RequiredReadings:

- 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,"OpeningstatementbyNaviPillay(HighCommissionerforHumanRights),Panelon"TheNegative Impact of Corruption on HumanRights" (Mar. 13,2013)

SuggestedReadings:

- Vogler, Pia. "Into the Jungle of Bureaucracy: Negotiating Access to Camps at the Thai-BurmaBorder"*RefugeeSurveyQuarterly* 26 (3): 51-60,2007.

- O'Carroll, Lisa. "Sierra Leone Investigates Alleged Misuse of Emergency Ebola Funds," TheGuardian (Feb. 17, 2015), http://www.theguardian.com/world/2015/feb/17/sierra-leoneinvestigates-alleged-misuse-of-emergency-ebola-funds

GuestSpeaker: EdrisAribofTransparencyInternational (Kabul)November18AM

WeeklyAssignments:
1. Pleasecomplete**ProjectIV. D2LAssignment9.**
Goto:https://www.openglobalrights.org/funding-for-human-rights/
AND/ORto:
https://nonprofitaf.com/
andchoose**THREE**articlesOR**TWOarticlesandONEVideo**(fromopenglobalrights)thatcaptureyouinterest.
You are to critically assess the analysis offered by the authors in the articles you have chosen. What are theysaying (their arguments) about funding for human rights, and how persuasive do you assess their argumentsto be and why? How might their opinions or critiques differ in your region or as a result of your ownexperiences or observations? How might human rights funding be improved, if possible, and what insightscan you offer in that regard? The notion here is that you can adequately summarize an article or idea, capturetheessenceoftheargumentsorcontentionsbeingoffered, andfollowthatupwithyourownformofanalysisor critique, where possible. Using skills and information acquired in the course will further assist you inengagingin the analysisof thearticles.
Pleasedevote1-1.5pagesperarticleorvideothatisanalyzed.

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points youdesiretoknowabout.Whatimpressiondidtheguestlecturermakeandwhatinformationdidyouacquirefromthe guest lecture that assisted you in understanding how organizations operate and move forward theiragendas?Pleasenote intheD2L Assignment sectionthat you havesubmitted aVT.**D2LAssignment 10.**

Week6:CritiquesandBacklash againstCSOs

Overview:

CSOshaveengagedinactivitiestomovehumanrightsforwardandhaverealizedsignificantaccomplishments,but like any organization or collective, they are beset by issues and problems that are important to recognize.Indeed,whenconsideringworkinthisarea,itisessentialtobeawareofwhatishappeningwithinandaround anorganizationto createabetterandmoreeffectivevisionandframework ofoperation.WewillconsiderthedifferencesandsimilaritiesbetweenanUN-runoffice(anIGO)andCSOsthatyouknow,withthehelpofourguest speakers for this week.. How might these affect the development and protection of human rights? Howdothesedifferences affect theoverall operationof theorganization?

Objectives:
This week will help you to start thinking critically about CSOs. You should be able to identify the centralproblems as well as be alert to potential issues within a CSO as you begin to read about an organization andits goals.

RequiredReadings:

Srinivas,Nidhi."AgainstNGOs?ACriticalPerspectiveonNongovernmentalAction."*NonprofitandVoluntarySector Quarterly*. Vol. 38, No. 4, 2009, 614-626.

Chahim,DeanandAseemPrakash,"NGOization,ForeignFunding,andtheNicaraguanCivilSociety" *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

RecommendedReadings:

Jenkins,GarryW."NongovernmentalOrganizationsandtheForcesAgainstThem:LessonsontheAnti-NGOMovement"*BrooklynJournal of International Law,* 2013.

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

"TheRight'sHostilitytoNGOsGlimpsedinAmnestyFlap"(June6,2005)

Guestspeaker: Compoare,Burkino FasoNovember23AM

WeeklyAssignments:

1. Please create a VT with the title of your Group (Group number and members therein) and present theorganizations under examination and what you have found. This is a completion of **Project I**that is to bedone by incorporating some of the relevant critiques we discussed in the past two lectures that you might seemanifesting in the organization(s) under scrutiny. I expect you to emerge with a proper case study of theorganizations, specifically providing a summary of the organizations under review, background about theircreationandreasonforemerging,-andinthesecondpart-determiningwhethertheywereactuallysuccessfulandwhyorwhynot,providinganoverviewoftheirmanagementandframeworkaswellaspotentialcritiques,thinking about their means of subsistence and what can be improved, and also providing a critique of theiroperationswith aviewtowards proposingavenuesforimprovementand

potential growthareas.

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RUBRIC:

Yourgroupwillemergewithaviableprojectreport,withanunderstandingthatyouarecompletingapotentialreportfor theorganizationstolearnfromanddevelop.Theprojectdemandsacriticallookattheorganizationsand I envision that important and relevant issues will be raised that not only critiques the organizations, butalso provides means of support or assistance as well. These latter aspects will serve as a strong basis for ourevaluation of the project, along with the demonstrated knowledge you have of the organizations pursuant toyourresearch.

I expect a complete report - that can include prior work as well as new insights and critiques. As such, I amlookingforanendprojectof10-15pagesoraproper PowerPointthatwalkstheviewerthroughtheanalysis.

Pleaseupload theVTand also note you havedoneso inthe D2L. **D2L Assignment11.**

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up points youdesiretoknowabout.Whatimpressiondidtheguestlecturermakeandwhatinformationdidyouacquirefromthe guest lecture that assisted you in understanding how organizations operate and move forward theiragendas?Pleasenote inthe D2L Assignmentsection that youhavesubmitted aVT.**D2L Assignment12.**

Week7:StudentDrivenMaterials

Inthespiritanddesireto engageoneanother,Iwillhavegroupssharewitheachothertheirworkwithaviewtowards commenting on each other's work, providing critiques and insights about the project that you arereading.ThiswillbedonethroughtheVTs–
watchingtheVTsofalltheothergroupsandprovidinginsights,critiques,and analyses!

Objectives: The purpose of this last group work is to reconfigure our thoughts and information that yougleanedfromthecourseandprovideyouwithacontext.Wewillbeusingyourfinalprojectsasaspringboardfordisc ernment andclarification, with aview towards refiningtheinformation youhaveacquired.

Guestspeaker: VenkateshNayakRDI,IndiaTBD

WeeklyAssignments:

Pleaseanalyzealltheothergroups'projectsbywatchingtheirVTsandprovidinganoverallassessmentofthegroup'sw orkthatyouhaveread–thiscanbeadvice,differentapproaches, critiques,orfurtheranalysis.Youshould do this DIRECTLY in the VT but **note your group number and members** and **also provide a copyof the assessments in the D2L**. Specifically,what did you learn from the project? What advice or ideas canyoucontributetostrengthentheviabilityandpracticalapplicationoftheworkinquestion?Whatcanbeadded(orta kenaway)fromtheprojectand whatadditionalavenues mightbe takenwhen movingforward?
Anassessmentof2-3paragraphs pergroup shoulddo it!

D2LAssignment 13 –NOTE – this is 15% ofyourgrade.

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
makeandwhatinformationdidyouacquirefromtheguestlecturethatassistedyouinunderstandinghoworganizations operate and move forward their agendas?Please note in the D2L Assignment section that youhavesubmitted aVT.**D2L Assignment14.**

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HRTS510 AdvancingHumanRightsLaw 3 0 0 3

DescriptionofCourse

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

LearningOutcomes

Oncompletion of thecourse, studentswillbeable to:

1) Discussgeneralprinciples,sourcesandstructuresofinternationalhumanrightslaw;
2) Describethe roleof theUnited Nations, regionalsystems, states, andprivate actors, inthecontext ofinternational human rightslaw;
3) Locate,evaluate,andsynthesizeprimaryand secondarysources inhumanrightslaw;
4) Compare and evaluatethemechanisms, proceduresand systems forhumanrightsmonitoringandenforcement;
5) Criticallyassesshumanrightsissuesandidentifyavenuesof redress;and
6) Improveresearchandadvocacyskills.

CourseActivities

Duringthis coursestudents will:

1) Becomefamiliarwith thefounding documents andmajor institutions ofhuman rightslaw.
2) Participate in,viewanddiscuss videoconference lectures from majorfiguresin humanrights law.
3) Complete short assignments such as searching for relevant human rights resourcesandengaging in an issuespottingexercise.
4) Participate in discussions oncritical issues inhuman rights law withcolleagues.
5) Write papersthat outlinecurrent humanrights problems and presentadvocacy strategiesforeffectiveredress.
6) DialoguewithcolleaguesthroughVoiceThreadposts.

Week1: Introduction

http://clok.uclan.ac.uk/20487/1/20487%20Uwazurike%20Allwell%20Final%20e-

WeeklyObjectives: Introductionandoverviewto thecourse,goingoverresponsibilitiesandstructure,andtouchingon someintroductory concepts.

Readings:

JUSTICE/MARK-GOODALE-WHAT-ARE-HUMAN-RIGHTS-GOOD

Regilme, Salvador Santino F, Jr. "The Global Politics of Human Rights: From Human Rights to HumanDignity?." International Political ScienceReview(2018)https://www.researchgate.net/publication/325304109_The_global_politics_of_human_rights_From_human_rights_to_human_dignity

Assignment1:IntroductoryVT -introduceyourself, somebackgroundandinterests, andwhyyouhavechosen to take the MA - so we can get to know one another, and start to create groups (of 3 students),seekingout individuals with like-minded (ornot like-minded!)interests.
Title:IntroductoryVT(pleaseSUBMITyourinformationwithintheVTthatIhave created!).

Please reach out to your fellow students to create a group after watching the VT submissions andNOTIFY MEthatyouhave madea submissionAND who isinyourgroup WITHIN the D2LAssignmentsection. Assignment 1 due by January17 (2points).

Rubric: Getting to know one another and forming groups with people YOU would like to get to knowevenfurther!PLEASE dolet me knowwho is inyourgroup intheAssignments sectionofthe D2L.

WeeksTwoand Three:TheUnitedNationsandInternationalHumanRightsTreaties

WeeklyObjectives: Thisweekwewillbegintoexaminetheinternationalsystemandthemannerinwhichhumanright s lawcan beupheld internationally.

Readings:

EmilieM.Hafner-

BurtonandKiyoteruTsutsui,*JusticeLost!TheFailureofInternationalHumanRightsLawToMatterWhereNeeded*

*Most*https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2701376

With New Members, the UN Human Rights Council Goes from Bad to Worse November19, 2018 Robert Herman, *Senior Adviser for Policy* Michael Gallagher, *Program Associate*[*https://freedomhouse.org/blog/new-members-un-human-rights-council-goes-bad-worse*](https://freedomhouse.org/blog/new-members-un-human-rights-council-goes-bad-worse)

USleavingUNHumanRightsCouncil--'acesspoolofpoliticalbias'LauraKoran,CNNJune20,2018https://www.cnn.com/2018/06/19/politics/haley-pompeo-human-rights-bias/index.html

SuggestedReading:

http://clok.uclan.ac.uk/20487/1/20487%20Uwazurike%20Allwell%20Final%20e-

Rhona K.M. Smith, International Human Rights Law (Oxford Univ. Press 2018, 8th) Chapters 3-5 (pp. 27-82):TheUnitedNations;International BillofHumanRights;TheUnitedNations –OrganizationalStructure

UPR-info main webpage "Q&A on the modalities of the UPR process": https://www.upr-info.org/en/upr-process/what-is-it
Andnote:
http://opiniojuris.org/2020/06/24/the-universal-periodic-review-upr-and-its-role-in-enhancing-the-

Readthemain pageandbrowsethefollowing websites:UNhuman rights bodies:

http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspxUNtreatybodies:http://tbinternet.ohchr.org/SitePages/Home.aspx

UNsystems: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

GuestSpeaker:GL1-January24- KathryneBomberger, ICMP@9.00

Assignment 2: First group assignment - create a summary VT of around 10 minutes (+, -) that willexplain a particular international or regional body to the rest of the students. I WILL ASSIGN EACHGROUP WITH A DIFFERENT TOPIC TO BE ANALYZED. The idea here is that your group will"explain"theroleofaparticularbodyinamannerthatassiststherestofustounderstandyourassignedtopic.PleaseLABELyourVTwiththeTOPICyouareexaminingandyourgroupnamesandafterwardenter the submission into the Assignments section of the D2L. **Assignment 2 due by January 30** (15points)

Rubric: The idea here is to engage in a modicum of research that summates the assigned body ororganization that relates to human rights law. Think of how best to get across your ideas to your fellowstudent, 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 institutionbeingexamined, and insights into how theparticularbody might advancehuman rightslaw.

Assignment3-gototheVTsetupunderthenameoftheguestlecturer-Iexpectyoualltocommentandraise2 questions fortheguest lecturer.
Youall **ALSOmustenteryoursubmissionintotheD2LAssignmentssection(individuallyplease)**.
IwillnotifywhichGroupisresponsibleforthisweeksguestlecturework.**Assignment3duebyJanuary30** (3points)

WEEK4: RegionalSystems

WeeklyObjectives: Thisweekwewillbegintoexamineregionalsystemsandthemannerinwhichhumanrightslawcan beupheldregionally.

http://clok.uclan.ac.uk/20487/1/20487%20Uwazurike%20Allwell%20Final%20e-Reading:
Competition and Complementarity between Global and Regional Human Rights InstitutionsErik Voeten February2017 https://onlinelibrary.wiley.com/doi/full/10.1111/1758-5899.12395
Chapter4(pages100-140)ANIMMANENTCRITIQUEOFTHEAFRICANHUMANRIGHTSSYSTEM:THEORY, PRACTICE, AND REFORMS By ALLWELL RAPHAEL UWAZURUIKE (2017) Thesis%20%28Master%20Copy%29.pdf

SuggestedReading:

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

ElsaStamatopoulou,"Monitoringculturalhumanrights:Theclaimsofcultureonhumanrightsandtheresponseof cultural rights."*Human rights quarterly* 34, no. 4(2012):1170-1192.

GuestSpeaker:GL2-February1- NawrasLayous, CARITAS@7.00

Assignment4-gototheVTsetupunderthenameoftheguestlecturer-Iexpectyoualltocommentandraise2 questions fortheguest lecturer.
Youall **ALSOmustenteryoursubmissionintotheD2LAssignmentssection(individuallyplease)**.
IwillnotifywhichGroupisresponsibleforthisweeksguestlecturework.**Assignment4duebyFebruary6** (3points)

Assignment 5 - Each group is expected to view and raise a question to **EACH OTHER**group (withinthe VT that has been uploaded for Assignment 2). As these queries are raised, each group is to place aresponseto the querieson the VT aswell.**Assignment 5is dueFebruary6**(20 points)

RUBRIC: When observing other presentations – think about the effectiveness of the institutions underexamination for actually upholding human rights law (and yes – you CAN compare it to the work thatyou 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 youallto become world experts,…yet!).

Assignment 6 -The next group project is to choose a human rights issue of interest, and contemplatehow best to raise this issue as a legal challenge or as an avenue for legal enforcement and why – usingoneofthebodiesororganizationsthatwereanalyzedintheVTbyyourfellowstudents.Iexpectyoutochoose a body or organization that is **DIFFERENT** than the one your group analyzed. Please LABELyour VT with the issue you are raising and the names within your group in the D2L Assignment 6section.**Assignment 6 isdueFebruary 13**(10 points).

RUBRIC: The VT should range from 5-10 minutes, explaining the issue, why you chose a particularavenue for enforcement, and the expected outcome. The idea here is to allow you all to begin tocontemplatethevariouswaysinwhichparticularissuesthatmightbeimportanttoyouorofinterestcanactuall

http://clok.uclan.ac.uk/20487/1/20487%20Uwazurike%20Allwell%20Final%20e-
yberaisedandprotectedas“law”withininternationalandregional(ornational,ifrelevant)fora.

UpCloseLookat Some HumanRights

WEEKFive–Business andHuman Rights/Corporate SocialResponsibility(CSR)

WeeklyObjectives: Thisweekwewillbegintoexaminespecifichumanrightslegalissues,thinkingaboutcurrentissuesand how human rights lawmight assist.

Reading:
Nina Seppala, "Business and the International Human Rights Regime: Comparison of UN Initiatives,"Journalof Business Ethics, 87 (2009): 401-417.
SOMO,"HowtousetheUNGuidingPrinciplesonBusinessandHumanRightsincompanyresearchandadvocacy"http://somo.nl/publications-en/Publication_3899;

Review: UN Global Compact; Norms on Transnational Corporations and Other Business Enterprises;theUNGuidingPrinciplesonBusinessandHumanRights;andtheOECDGuidelinesforMultinationalCorporations.

GuestSpeaker:GL3-February 8- KatherineHughesFraitekh,Solidarity2020 @17.00

Assignment7 -goto theVTsetup underthe nameofthe guestlecturer-Iexpectyou all to commentandraise2 questions fortheguest lecturer.
Youall **ALSOmustenteryoursubmissionintotheD2LAssignmentssection(individuallyplease)**.
IwillnotifywhichGroupisresponsibleforthisweeksguestlecturework.**Assignment7duebyFebruary13** (3points)

WEEKSix -HumanRightsandHumanitarian Law

Weekly Objectives: This week we will begin to examine other legal systems as well, thinkingabout currentissues and how human rights law might assist. How might different legal systems interact andwhatis the result?

Reading:

AccountabilityFatigue:A HumanRightsLawProblemforArmedForces? byKennethWatkinNovember1,

2018

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

GuestSpeaker:GL4-February 15- Atika Raza,Law andPolicy,Pakistan @7.00

Assignment8 -goto theVTsetup underthe nameofthe guestlecturer-Iexpectyou all to commentandraise2 questions fortheguest lecturer.
Youall **ALSOmustenteryoursubmissionintotheD2LAssignmentssection(individuallyplease)**.
IwillnotifywhichGroupisresponsibleforthisweeksguestlecturework.**Assignment8duebyFebruary20** (3points)
GuestSpeaker: GL5-February 22 -Zhala Azizova@ 7.00

Assignment9 -goto theVTsetup underthe nameofthe guestlecturer-Iexpectyou all to commentandraise2 questions fortheguest lecturer.
Youall **ALSOmustenteryoursubmissionintotheD2LAssignmentssection (individuallyplease)**.
IwillnotifywhichGroupisresponsibleforthisweeksguestlecturework.**Assignment9duebyFebruary** (3points)

Assignment 10 – For the final group project, choose one of the examined specific topics, find anorganizationworkingontheparticularissuethatinterestsyou,considerhowandwhethertheorganization is engaging human rights law (if at all!), and analyze their approaches and methods of theorganization. Please upload a VT with your analysis, using the name of the topic being analyzed, andthe name of people within your group. You also must make an entry to the Assignments section of theD2L.**Assignment 10 isdueby February 27**(15 points)

RUBRIC: HOW is the organization under examination using the law for the specific topic you havechosen, and what can you suggest as alternative or better approaches (if at all). Do you consent to theirapproach?Why/why not? In addition, pleasedelineate whyyou havecometo thatconclusion.

WEEKSEVEN–IssuesofTorture

WeeklyObjectives: Thisweekwewillbegintoexaminehowhuman rightslaw mightundergochangesandshiftsin perception and application.

Reading:

IstheProhibitionagainstTorture,Cruel,InhumanandDegradingTreatmentReally‘Absolute’inInternationalHuma

nRights Law?A Reply to Graffinand Mavronicola

StevenGreerhttps://academic.oup.com/hrlr/article/18/2/297/4993952

***InterpretationoftheProhibitionofTorture:MakingSenseof‘Dignity’Talk*Elaine WebsterApril2016**
https://link.springer.com/article/10.1007/s12142-016-0405-

7SuggestedReading:

DOSELF-REPORTINGREGIMESMATTER?EVIDENCEFROMTHECONVENTIONAGAINST TORTURE* Cosette D. Creamer & Beth A.

Simmonshttps://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=3059&context=faculty_scho

larship**Guest Speaker**:TBD

Assignment11 -go totheVTset up underthe nameoftheguest lecturer-Iexpectyouallto commentandraise2 questions fortheguest lecturer.
Youall **ALSOmustenteryoursubmissionintotheD2LAssignmentssection(individuallyplease)**.
IwillnotifywhichGroupisresponsibleforthisweeksguestlecturework.**Assignment11duebyTBD**(3points)

Assignment 12 -Each group is expected to view and raise a question to **EACH OTHER** group (within theVT that has been uploaded) regarding their analysis of the topic and organization that was chosen. As thesequeries are raised, each group is to place a response to the queries on the VT as well. **Assignment 12 is dueMarch6** (20 points)

RUBRIC: When observing other presentations – think about the difficulties inherent in human rights lawenforcement and methods being suggested by your colleagues along with their critique. Do you agree? Arethere other effective avenues? Is the organization under examination effective? And, as before, you CANcompare it to the work that you have done if that assists you to create a question. Pleasealso try to answerthequestionsbeing raisedby theothergroups (withinreason–Iam NOTexpecting youallto becomeworldexperts,…yet!).

HRTSTbD (SeeAppendix 1and 2toselecttheelectives)30 03

23SWK691/23SWK694* ConcurrentFieldwork-III/Internship III&SummerInternship* 0 0 04

Based on the field of specialization, the students are placed in agencies like hospital/ voluntary organization,fieldprojectsetc.Herethestudentsshouldfocusondevelopingperspectives,practicetherolesandinter vention modes to agency specific or target group specific. With the cutting edge social work practiceskills,thestudents can directly makeinterventions in the field.

Summer Internship has to be completed during the Summer break at the end of the Second semester and willbeevaluated during theConcurrentFieldWorkVivaVoceExamIII.

24SWK690/21OELXXX Live-In-Labs/ OpenElective 2 0 0 2

Introduction:Thisinitiativeistoprovideopportunitiesforstudentstogetinvolvedincomingupwithsolutionsfor societal problems. The students shall visit villages or rural sites during the vacations, after the secondsemesterandiftheyidentifyaworthwhileproject,theyshallregisterfora2-creditLive-in-Labproject,inthethird semester. The objectives and projected outcome of the project should be reviewed and approved by theDept. chairperson and a faculty assigned as the project guide. On completion of the project, the student shallsubmit a detailed project report. The report shall be evaluated and the students shall appear for a viva-voceteston theproject.

OR

24OEL667 ResearchmethodsforSocialSciences–II 2 0 0 2

Introduction: Thiscoursewillinvolvelecture,groupdiscussion,andapracticalhands-onlab componentforeachoftheUnits.Thecoursewillhelppreparestudentstodevelopconfidenceandcompetenceindesign

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qualitative research, executing the study, analyzing the data, and presenting findings in an academic paper.Studentsareexpected tocomplete required readings forparticipation inclass discussions**.**

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

CourseObjectives:

1. Understandingofphilosophicalandmethodologicalapproachesofqualitativeresearchthroughscientificthinking and reasoning
2. Understandingandpractisingthedifferentphasesandmethodsofqualitativeresearchinlinewithethicalguidelines
3. Practicingnecessaryinter-andintrapersonalskillsforqualitativeresearch

Unit I: Historical, Philosophical, Ethical Context : Scientific vs. non-scientific approaches to learning:Stammtischpsychology,Ontologicalandepistemologicalapproachestolearning-Hermeneutics,Phenomenology, Pragmatism-Comparisons with quantitative approaches: strengths & weaknesses of bothapproaches,Ethical considerations and mandatesin Social Sciences Research.

UnitI:Historical,Philosophical,EthicalContext:

- Scientificvs.non-scientificapproaches
- Philosophicalassumptionsunderlyingthescientificmethod:Whichphilosophicalassumptionsandinterpretiveframeworks linked to qualitativeresearch?
    - ontologiesandepistemologies
    - Hermeneutics,Phenomenology,Pragmatism
- Historicalperspectives:Newapproachinresearch-needforqualitativeresearch (interpretive)
- Comparisonswithquantitativeapproaches:strengths&weaknessesofbothapproaches,
- EthicalconsiderationsandmandatesinSocialSciencesResearch,examplesofunethicalresearch.

Unit II: Aspects and Characteristics of Qualitative Research: Theoretical and conceptual issues, Howthechoicesofmethodologyarelinkedtobroadertheoreticalandconceptualissues:considertheappropriateness of different methodologies and types of evidence chosen for specific research questions.Evaluatingpublishedstudiesinsocialsciencefields:Examiningthelogicofpresentedarguments,theirrelatedchosenmethodologies,andtherelationshipbetweentheevidencepresentedandtheargument.Understandingthe power and purpose of the Literature Review in Qualitative Research: Defining the primary ResearchQuestionofinterest.LabComponent:Identifyinterest areaforsmall group researchstudy

UnitII:ProcessofQualitativeResearch: fromresearchproblemtoresearchdesign

- Logicandpurposeofqualitativeresearch:Inductivereasoningtobuildtheories/frameworks/models,subject driven approach,bottomup-approach, thick descriptionof social phenomena
- Processofqualitativeresearch:Howtoidentifytheresearchcontextandproblemthatrequiresthequalitativeapproach
- Howtoidentifyresearchgapandquestionsthatrequirethequalitativeapproach

- How to design a qualitative research design: introduction to different research designs (eg. groundedtheoryetc)
- Importantresearcherskills:Observations,ListeningSkills,mappingskills,communication,flexibility,Importanceofself-reflection/observation/awareness.
- LabComponent:Evaluatingpublishedstudiesinsocialsciencefields
    - Suggestions for lecturer: Evaluating qualitative research paper due to its logic of presentedarguments, their related chosen methodologies, and the relationship between the evidencepresented and the argument.

UnitIII:QualitativeResearchMethods

Requireddatacollectionskillsfortheresearcher:Observations,ListeningSkills,mappingskills,communication,flexibility,Importanceofself-reflection/observation/awareness.LabComponent:Applicationofskills learned through practical exercises.

Design of Study: Methods of Data Collection-Interview; Survey; Focus Group; Document Analysis; Survey,ParticipantObservation,CaseStudies,MediaMaterials(audio,video,photo,etc.)Writtensources(documents, biographies, diaries); Documentary/primary sources. Lab Component: Differencesbetweensurveyand interview questions. Conducting the Focus Group:class project.

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

- Beforeenteringthefield:
    - howtoplancollectingdata:contactinterviewpartners,keyinformants,gatekeeper,etc
    - howtocreatequalitativeresearchtools:interviewquestionsforone-on-oneinterviewandfocusgroupdiscussions, observation template, plan forPRA etc.
- Duringthefield:
    - Settingupthefieldforinterviews,focusgroupdiscussions,PRA,observationsetc
    - Howtoconductingtheinterviews,Focusgroupdiscussions,PRA,Observation-do’sanddon'tsto beethical and ensurequalitative validity
- Afterthefield:
    - howtoleavethefield:leavingadecentimpressioninthefieldasaresearcher(offeringtimeforfollow-up questions/concerns, leaving thecontact etc.)
- Furthermethodsofdata collection:
    - CaseStudies,MediaMaterials(audio,video,photo,etc.)Writtensources(documents,biographies,diaries); Documentary/primary sources.
- Ensuringqualitativevalidityduringdatacollection:
    - memberchecking(inthe field),triangulationofdata,researcherbias

UnitIV:Dataanalysis methods

Overviewofconventional&morecontemporarymethods:ContentAnalysis,ComparativeAnalysis,ThematicAnalysis, Framework Analysis. Integrative Analysis: Strengthening reliability of results and minimizingresearcherbias.LabComponent:Analysisof collecteddatainsmallgroupsusing Integrativeapproach.

Introductiontodifferenttypesofdata analysis:

- ContentAnalysis,ComparativeAnalysis,ThematicAnalysis,FrameworkAnalysis,IntegrativeAnalysis
- DataInterpretationofqualitativedata
  - oEnsuringqualitativevalidity:peer-examination,biasreflectionintheprocessofdatainterpretation
- LabComponentSuggestion:Analysisofcollecteddatawithanyselectedmethod

UnitV: Interpretations, findings,synthesisofprojectintoscientificpaper

Code Structure and coding of data: The role of interpretation in research results, Presentation of results insystematic, scientific manner. Overview of steps in writing scientific research paper: Strengthening eachsection of paper, Comprehensive, systematic reporting of methodology utilized, Proper citations, and citationreportingwithin text andReferences sections of paper.

Processofreportwriting: Overviewofnecessarystepsinwritingascientificresearchpaper:Roleprocessesof literature review in qualitative research, research context, problem, research gap, researchquestion,methodology,results, discussion.Proper citations,Lab Component suggestion:presenting findings

CourseOutcome

1. Thestudentsunderstoodthephilosophical,ethicalandmethodologicalapproachesofqualitativeresearchusing scientificthinking and reasoning.
2. Thestudentgainedknowledgehowtoplan,conductandfinishqualitativeresearchwithdifferentmethods.
3. Studentsacquiredandpracticedskillssetsforeachphaseofqualitativeresearch.

SUGGESTEDREADINGS:

1. MaggiSavin-BadenandClaireHowellMajor(2010).NewApproachestoQualitativeResearchWisdomand Uncertainty.
2. RobertK.Yin(2011).QualitativeResearch from StarttoFinish.
3. YvonneDarlingtonandDorothyScott(2002).Qualitativeresearchinpractice-Storiesfromthe field.

24SWK695ResearchProject–Part1 0 0 0 2

Each student has to choose a research problem and do a field project within a selected area in consultationwiththesupervisorwhowilloffercontinuousguidancetoacquiretheknowledgeandapplicationofresearchsteps. In this class students get continuous support from the faculty and supervisors to gain the necessaryskillstodesign,conductandperformresearch.Studentsaresupposedtopublishascopusindexedpaperat

theendoftheResearchProjectPartII course (4thsemester).Thefinalevaluationandviva-vocewillbeheld attheend ofthefourth semester.

SEMESTER–IV

24SWK611 CorporateSocialResponsibility 2 0 0 2

Introduction

Corporate Social Responsibility (CSR) is relatively an emerging area ofSocial Workin India This coursewill familiarize the students with the concept of corporate social responsibility.For an individual as for anorganization, CSR gives an opportunity to deliver as a responsibility enlightened citizen. The evolution ofCSRhas had afar reaching impact ondevelopment in India.

CourseObjective:

1. Understandtheenvironmental,social,andeconomicdriversandrisksimpactingoncompanies–alongwith the major business opportunities for integrating sustainability factors within the core businessstrategy.
2. UnderstandglobalperspectiveonCSRandCSRpracticesinIndia
3. TogainknowledgeontheimpactofCSRimplementationoncorporateculture,particularlyasitrelatesto socialissues
4. Toenablestudentswithconceptualclarityonneed,purpose,andrelevanceofresearchapplicabilityinCSRpra ctice.
5. ToacquireskillstoframeCSRpoliciesandpracticesappropriatetothe Indianworkplace

UnitI:UnderstandingCSR-Evolution,importance,relevance andjustification.CSRintheIndiancontext,corporatestrategy.CSR and Indiancorporate.

Unit II: Structure of CSR-In the Companies Act 2013 (Section 135); Rules under Section 13; CSRactivities,CSRcommittees,CSRpolicy,CSRexpenditureCSRreporting;Policies**;**PreparationofCSRpolicya ndprocess of policy formulation; Governmentexpectations, roles andresponsibilities.

Unit III: CSR and Social Work- CSR practices in domestic and international area; Role and contributionsofvoluntaryorganizationstoCSRinitiatives.RoleofimplementationagencyinSection135oftheCom paniesAct,2013.EffectiveCSR implementation.Role andexpectations ofsocial workerin CSRprogrammes.

Unit IV: Project Management in CSR initiatives- Project and programme;Monitoring and evaluation ofCSR Interventions. CSRDocumentation and report writing. Reporting framework, format and procedure.SocialEnterpriseandGovernmentInitiatives.

UnitV:ModelsofCSR-BusinessModel,SocialMarketing,Crowdfunding,SocialEntrepreneurship–Casestudies.

CourseOutcome:

1. AcquiredknowledgeinglobalperspectiveonCSRandCSRpracticesinIndia
2. Understood the impact of CSR implementation on corporate culture, particularly as it relates to socialissues
3. Understoodtheneed,purpose,andrelevanceofresearchapplicabilityinCSRpracticeandframeCSRpolicies and practices appropriate to the Indianworkplace

SUGGESTEDREADINGS:

1. CorporateGovernance,EthicsandSocialResponsibility,VBalaChandranandVChandrasekaran,PHIlearning Private Limited,New Delhi 2011.
2. WhiteH.(2005)Challengesinevaluatingdevelopmenteffectiveness:Workingpaper242,InstituteofDevelopmentStudies, Brighton.
3. UNDP(nd)Governanceindicators:Ausers guide .Oslo: UNDP
4. Rao,Subbha(1996) EssentialsofHumanResourceManagementandIndustrialRelations,Mumbai,Himalaya
5. Rao,V.S.L.(2009)HumanResourceManagement,New Delhi,Excel Books,

24SWK692 OrganizingConference/Workshops 004 4

The students are expected to organize a Conference / Workshops as a group activity as a requirement for thecourse. Each student will be evaluated for their initiation, organization, coordination, participation andpresentation of theirresearch paper.

Elective:CommunityDevelopment

24SWK633 ClimateChangeandSustainable Development 3

003Introduction: Climatechangewill becontextualizedwithinglobal change andtheinterplayof socioeconomicdevelopmentandtechnicalchangewithclimatepolicies.Changes inglobalclimatewill havea range of impacts across different geographies, ecosystems and societies. Some will benefit while otherswill face devastation.This course is about understanding the complexity of these interactions andidentifyingpolicy responses that aremorelikely to succeed.

CourseObjectives

1. To promote students' understanding of the relationships between climate change and sustainabledevelopment, in particular, the major impacts of climate change on sustainable development and ofdevelopmenton climatechange

2. To promote students' understanding of processes and factors affecting the potential impacts andeffectiveness of different policy responses to climate change, particularly with regard to their impactsondevelopment
3. Toenable studentsto apply thisunderstanding to policyanalysis, designand 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 extremeclimateevents, sealevelrise– health,eco systemsand biodiversity–Adaptation ofdeveloping countries.

Unit II:Regional and National Scene- South Asia & Indian Scenario: Geography, poverty and populationdensity makes South Asia vulnerable; Poverty and resource degradation; High climate variability and highincidence of natural disasters. Heavy reliance on monsoons; Influence of Himalayas on climate and economyof the region; Density of population in coastline and effects of sea rise; Urbanization & challenges. Future
ofSouthAsia:warming,wetregions,surfacerunoff,climaterelatednaturaldisasters:cyclones,floods,droughts,diseases.Glacial retreat& consequences.

UnitIII:SocialImpactsandInterventions-
Women,thepoorindigenouspeoplemostvulnerable.Climaticrefugees: Bangladesh to India. Social Development: Strengthening local govts.; Promotion of participation,Resettlement& rehabilitation.

UnitIV:SustainableDevelopment-Conceptualizationanddefinitions.Local&globalchallengestosustainable development. Indicators of non-sustainable development. Sustainable rural development in India:criticalreviewofIndia'sstrategiesofruraldevelopment.Elementsofnewstrategyforsustainabledevelopment

Unit V: Global effort for sustainable development- Action plan for sustainable development, issues ofnegotiation and accountability in achieving sustainable development. Global agreements, Post 2015 process,High-
levelPoliticalForumonSustainableDevelopment,SustainableDevelopmentGoals,UNSystemimplementation.

CourseOutcome:

1. Understandtheoverview ofClimateChangeandSustainableDevelopment
2. Understandtheprocessesandfactorsaffectingthepotentialimpactsandeffectivenessofdifferentpolicyresponsesto climatechange, particularlywithregardto theirimpacts ondevelopment
3. Understandandanalysis thepolicy,designandimplementationtasksinSustainableDevelopment

SuggestedReadings:

1. Ahlluwalla,Vikas.(2007)GlobalClimateChange.NewDelhi,ParagonInternational.
2. Kandel,RobertHartmann,& Nicholas.(1990)Ourchangingclimate.NewYork,McGraw-Hill.
3. CSE.(2009)Climatechange: politicsandfacts.NewDelhi,CentreforScienceandEnvironment.
4. Sinha.P.C,InternationalEncyclopediaofSustainableDevelopmentVol.1.NewDelhi:Anmol

PublicationsPvt.Ltd.1998.
5. TERI.(1998)ClimateChange:Post-KyotoPerspectives fortheSouth.Delhi,TataEnergyResearchInstitute.
6. UNDESA(2014)SustainableDevelopmentinAction,SpecialreportonVoluntaryCommitmentsandPartnershipsforSustainable Development.

24SWK634 TechnologicalInterventionsforCommunityDevelopment 3003

Introduction: Thiscourseaimsonbringing betterunderstandingontheuseoftechnologyindifferentfieldsand delivers focused skill-based approaches to understand the local and global dynamics of technologicalinterventions for community development. The course aims at promoting professional development andcapacitybuilding inthe areaof technologicaldevelopment in communitylevel interventions.

CourseObjective:

1. ToUnderstandtheoverviewoftechnologyfor communitydevelopmentbasics
2. Tounderstandthedifferentaspectsof atechnology,technologicalinterventionforwater
3. Tounderstandtheapplicationoftechnologyin Agriculture
4. ToAnalyzetheapplicationsof technologiesinEnergy andTransportation,
5. Toenabletostudentstounderstandtechnologicalinterventioninthefieldofhealthandsanitation

Unit I: Introduction- Concept of technology, Disruptive technology. Basics of Geographic informationsystem(GIS), application of GIS, Use of technology in community development. Concept of appropriatetechnology and local self reliance. Initiatives of National Institute of Rural Development and Panchyati Raj[NIRDPR]and Councilfor Advancement ofPeople's Actionand Rural Technology(CAPART).

UnitII:FieldofTechnologicalIntervention-Water–
Waterconservationtechnologies,rainwaterharvesting,watersheddevelopmenttoolsandtechniques,watermanagement,waterquality,waterdistribution,desalination of sea water. Ongoing project around the world and success stories on water conservation, waterharvesting,watershed development.

Unit III:Fieldof TechnologicalIntervention-Agriculture–Technologiesfor Sustainableagriculture,Organic/nature farming, soil conservation and soil health, Irrigation and transport. Technologies on post-harvestprocessing ofagricultural produces.Introductionofcomputers, softwareand mobiles phones.

Unit IV: Field of Technological Intervention- Energy & Transportation- Technologies available forenergycrisis.Nonconventional/renewableenergysources–Solar,wind,wave,etc.,Bio-methanationanditsutilities.Transportation -Situationalanalysisandaccomplishments,limitations andfuturedirections.

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

hygiene -sanitarynapkins.

CourseOutcome:

1. Understandtheoverviewoftechnologyfor communitydevelopmentbasics
2. Understandthedifferentaspects ofatechnology,technological interventionforwater
3. Understandthe applicationoftechnologyin Agriculture
4. Analyzethe applicationsoftechnologiesinEnergyandTransportation,
5. Understandtechnologicalinterventioninthefieldofhealthandsanitation

SUGGESTEDREADINGS:

1. RobertChapmanandTomSlaymaker(2002),ICTsandRuralDevelopmentReviewoftheLiterature,CurrentInterventions andOpportunities forAction, Overseas DevelopmentInstitute.
2. NIRD(2001)DirectoryofRuralTechnologies,Volume-1.
3. CAPARTPublicationsonPrayas(SuccessStories),RainWaterHarvesting,People'sAction (bi-monthly).

Elective:MEDICAL ANDPSYCHIATRICSOCIALWORK

24SWK643 SocialWorkPracticein healthandmedicalsettings 3 00 3

Introduction: Social work practice in physical health deals with the bio-psychosocial-spiritual componentsofapersonwithaproblemandevaluatesthestrengthandweaknessofthepatients,socialsupportsystemsandtheirfamilies, to help thepatients resolve their issues independently.

CourseObjective:

1. Tounderstandtheconceptsofphysicalhealth,differentapproaches,casehistorypreparationandsocialassessment.
2. Tobuild knowledgeaboutImpact of illnesson patient, familyand thecommunity.
3. LearnaboutRehabilitation-aidedtherapies,psychologicalproblemsinhospitalstaffandprofessionalself-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). **CaseHistory -** Preparation of case history (with examples from the field); Social assessment of patient's family.Indicatorsofphysical life: subjectivewell-being, quality of lifeetc.

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 theprocessof treatment andhospitalization; Burden ofCarefor thefamily, Needforinvolvingfamilyintreatmentprocess.

UnitIII:Skills,TrendsandPerspectivesinPhysicalHealthSocialWork:-Essentialskillsforsocialworkpractice 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'Rightsin Health care.

UnitIV:SocialWorkPracticeinDifferentPhysicalHealthSettings-Roleofthesocialworkerasamemberof a multi-disciplinary team; Importance of team work and case conference.**Different Physical HealthSettings-** Outpatient Services, Emergency Care, Inpatient Services, Special Clinics, Community Health CareandRehabilitation Services

Unit V: Rehabilitation- Definition, principles, assessment, planning and process of physical rehabilitation;Roleofsocialworkerinrehabilitation;IntroductiontoAidedtherapies-physiotherapy,occupationaltherapy,speech therapy and recreational therapy. Psychological Problems in hospital staff that lead to morbidity(Stress,Burnout and Compassion Fatigue), Professional Self Care.

Courseoutcome:

1. Studentshouldbeableto understandtheconcept andapproaches toHealth.
2. Studentshouldgainunderstandingontheimpactofillnessonthepatient,familyandthecommunity.
3. Studentshouldgaintheskillsrequiredto workindifferentphysicalHealthsettings.
4. Studentshouldunderstandtheprocess of rehabilitationandpracticeit inthehealthsettings.

SuggestedReadings:

1. Park,K(2005)Park'stextbookofPreventiveandSocialMedicines,Jabalpur:M/sBanarsidasBhanotPublishers..
2. Raoand Kurukila(1998)Psychiatry, B.IChurchill, NewDelhi: LivingstonePvt Ltd..
3. Iyer,A.&JesaniA.(2000)MedicalEthics.New Delhi:VoluntaryHealthAssociationof India.
4. Pesek,Helton,Reminiek,Nair.(2007)HealingTraditionsof India.,ThiruvananthapuramOlivepublications.
5. Sinha,D;Tripathi,R.C;Misra,G(Eds)(1982).Deprivation:ItsSocialRoots&PsychologicalConsequences. New Delhi: Concept Publishing.
6. YesudianC.A.K(Ed)(1991)PrimaryHealthCare.Mumbai,TataInstitute ofSocialSciences.

24SWK644 CommunityCarein PhysicalHealth 3

003Introduction:

Community based physical health care is a decentralized approach to ensure health and wellbeing of theindividual. Community-based care is planned to supplement and decrease the require for more expensiveinpatientphysical wellbeing caredelivered in hospitals.

CourseObjective:

1. Toenablestudentstounderstandtheconceptsofcommunitybasedphysical&mentalhealthcare.
2. TolearnaboutCommunitycareandextensionprograms.
3. ToenhanceknowledgeontherecentDevelopmentinPhysical&MentalHealthnationallyandinternationally
4. Tounderstandtheapproaches/modelsofphysical&mentalhealthpracticedinthecommunity.
5. Toenlightenon therole andcontribution oftheNGO'sin promotingphysical &mental health.

CourseContent:

UnitI:CommunityHealthCarePoliciesandPrograms–HealthcaresysteminIndia-historicaldevelopment, three tier systems of health care in India- national health policy- population policy- nutritionpolicy-NRHM-Publicprivate partnership-community health careinIndia-AYUSH.

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

Unit II: Patients Rights and Medical Ethics - Salient features of Consumer Protection Act and MedicalProfession 1986, The Medical Termination of Pregnancy Amendment Act, 2002, The Prenatal DiagnosticTechniques (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 HumanOrgans Act, 1994; Drugs and Cosmetics Act, 1940; The Prevention of Food Adulteration Act, 1954.RecentAmendments.

Unit III:Concepts ofMarginalizationand HumanRights- Understandingstructuralinequalitiesonphysical health services, Rural health problems and concerns: common physical disorders, Prevention ofphysical disorders, Promotion of physical health, International developments in physical health care, Inter-sectoralCollaboration, Role ofNon-Governmental Organizations.

Unit IV: Preventive Interventions- Hypertension, heart disease, cancer, diabetic mellitus, HIV/AIDS andSTIs.Obesity,sleepdisturbances;EvidencebasedsocialworkpracticeinPHsettings:Traininginitiativesandhealtheducation,VoluntarySectorinvolvementinpublichealthprogrammes,communitybasedrehabilitationmodelsofphysical health care.HealthInsuranceand Medical Tourism.

UnitV:Communitycareandextensionprogrammes-
communitybasedprogrammesandpolicies,Innovativepracticeincommunityhealth,Effectivemodelsingeneralhealth.Criticalaspectsofthehealthcarepoliciesand programmes.Casestudiesand best practicesof physicalhealthcarein thecountry.

Courseoutcome:

1. StudentshouldbeabletounderstandtheHealthcareprogrammesandpoliciesandlegislationsrelatedtoHealth.
2. Studentshouldunderstandtheinequalitiesin Healthandthepreventiveinterventionsforhealthin India.
3. Studentshouldunderstandtheinnovativeandeffectivepracticesofhealthcarein India.

SuggestedReadings:

1. MersonMH,BlackRE,MillsAJ.(2006)Internationalpublichealth:diseases,programs,systems,andpolicies,2nd edn. Sudbury MA: Jones and BartlettPublishers

2. SchneiderMJ(2006)IntroductiontoPublicHealth2nd edition,Sudbury,MA,Jones&BartlettPublishers,Inc.

3. TurnockB.J. (2007)Essentials ofPublicHealth.Sudbury MA;Jones &Bartlett Publishers.

Elective:Child Rightsand ChildProtection

24SWK653 InterventionsforChildRightsand ChildProtection 3003

Introduction: Thiscoursefocusedonprovidingdeepunderstandingandpracticalinterventionsinthefieldofchild care and child protection to create an empowered group of practitioners who are equipped to enhancechildren'slifeskillsandactconsciously in challenging childprotection settings

CourseObjective:

1. Toprovideknowledgeof childrightsand childprotectionasenvisaged intheUNCRC

2. Tounderstandandevaluatetheprogrammes,policiesandschemes forchildren

3. TounderstandtheMultidisciplinaryapproachin workingwith theJuvenileJusticesystem

Unit I: Understanding Child Rights- Child rights- Concept, definition, applications Child rights as HumanRights. Categories of child rights as given in UNCRC-1989, Right to Survival, Right to Protection, Right toDevelopment and Right to Participation.Instruments of child rights- UNCRC -1989, Various UN andRegionalConventions,Protocols,Declarations,Recommendations,TheConstitutionofIndia,Indianlaws.

Unit:II:ChildRightsPolicies,Programmes&Structures-NationalCharterforChildren2004,,NationalPlan of Action 2005,Policies of States,National policy oneducation. Various importantbodies andfunctionariesCreatedfor Child Rights&Child protectionsuchas Commissions,SpecialCourts, etc.

UnitIII:Child Protection-Policies,Programmes,&Tools-UnderstandingchildprotectionICPSofGOI.Intra-OrganizationalChildProtectionPolicy(CPP).RiskAssessment(RA)inchildcareinstitutionsandotherspaces.National Plan ofAction 1998 againstchild trafficking

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

Application of Counselling Skills to children in special Circumstances:Children with substance abuse,SuicidalBehaviour, Victimsof ChildAbuse, Survivorsof Disasterand conflicts,Children inCCIs.

Unit V: Case Discussions-Case discussionson Violence Against Children (VAC), Child sex predators,Child sex tourism,Nithari scandal, Kavdas- Kalyani case,PreetMandir case,Freddy Peat case, and otherimportantcases.

CourseOutcome

1. Studentsshouldunderstandtheinternational conventiononchildrights
2. Studentsshouldexposedtovariouspolicies,programsandtheimplementingmachineryforthechildprotectio nand welfare
3. Studentsshouldunderstandvariousapproachestoworkwithchildreninneedofcareandprotection

SuggestedReading:

1. BajpaiAsha(2003)ChildRightsinIndia:Law,PolicyandPractice,OxfordUniversityPress.
2. MishraLakshmidhar(2000)Child LabourinIndia, OxfordUniversityPress
3. NanjundaDC(2008)ChildLabourandHumanRights:AProspective.NewDelhi,KalpazPublication.
4. WilliamThomas(2008)ChildTrafficking:AnUnconsciousPhenomenon. A.NewDelhi,Kanishka
5. BosePradeep(2006)ChildCareandChildDevelopment:PsychologicalPerspective,Jaipur:ABD
6. ChoudharyPremanand(2008)ChildSurvival,HealthandSocialWork Intervention,Jaipur:ABD
7. PandeyVC(2005)ChildEducation.Delhi:IshaBooks.
8. PrasadaRao(2006)ChildLabour:Problemsand PolicyIssues,Associated Publishers

24SWK654 InterventionsforChildreninHumanitarianCrisis 3003

Introduction: Humanitariancriseshavedreadfulsituationforchildrenthataffecttheminphysical,psychological and social contexts. Children are most vulnerable section of the society during the occurrenceofhumanitariancrisisincludingnaturalandmanmade.Displacementduetovariouscausesareever-increasingdaybyday.Thiscourseopensavenuesforunderstandingthevariousconventions,situationsandinterventi onstrategiesand roleof differentInternational Organisations working thisarea.

CourseObjective:

1. Toprovideconceptualclarityonhumanitariancrisisand Legal instruments
2. Tounderstanddifferentcategoriesofchildreninemergencyandtheirrescueandrehabilitation.
3. Tounderstandtheinterventionstrategiesandtheroleofvarious Nationalandinternationalorganizations.

Unit I: Humanitarian Crisis HC-Conceptualclarity,definitions,theoriesHumanitariansituation,HumanitarianAid,Genocide,Holocaust.TypologiesofHC,Legalinstruments–TheLawofGenevaandtheLawofTheHague,GenevaConventions(I,II,III,&IV)&Protocols,TheHagueConventionof1899and1907.Optional Protocol to the Convention on the Rights of the Child on the involvement of children in ArmedConflict 2000.

UnitII:HumanitarianCrisisandChildren-UnderstandingchildreninCrisis-Unaccompanied,Separated,Internally Displaced, Refugee Children. Impact of Armed Conflict/ War on children- Landmines, ClusterMunitions, Disabilities, Sexual Violence (girls), Attacks on Educational Institutions, Recruitment in ArmedHostilities,Detention. Indian situation ofchildrenin armed conflict.
Crucial/emerging and/or ignored Issues of Intervention in HC related to Children, Chances & Challenges inChildRights,Protection&DevelopmentinHC,Disasters(Man-made&Natural) andImpactonChildren.
Understanding–
Rescue,reliefandrehabilitationofchildren;SpecialFocusonGirlChild,Diseased,Orphans,ChildrenAffectedbyHIV/AIDS,ChildrenFromVulnerable communities,Childrenofmigrantfamilies.

UnitIII:RightsofChildreninHumanitarianCrisisandInterventionStrategies-
Understandingchildrenfriendly places and their role in helping children in HC. Works books, Guidelines & Practices for workingwith Children in HC,Right Based Approach (problems & possibilities) Psycho-social Intervention in PostTraumaticStress Disorders (PTSD)in HC.

Unit IV: International Scenario- Policies & Programmers, Institutional Framework & GOs & INGOsworkinginthisarea(FocusonUNICEF,HumanitarianActionforResilience,Response&Protection,USAID,UNHRC, International Court of Justice, UNDP, International Federation of Red Cross and Red CrescentSocieties,International CommitteeoftheRed Cross, andAmnestyInternational.)

Unit V: Case discussions: Major past and contemporary HC (International and in India) as they relate tochildren, (e.g. Wars, Terrorism, Tsunami).Case studies on major HC, Interventions therein and Challengesindealing withchildren'sissues.

SuggestedReadings

1. DiscussionPaperforAgriculturalEconomicsSocietyConference2005.Revisedversion10May05.
2. BBC Report on humanitarian crises in Sri Lanka, April2009http://news.bbc.co.uk/2/shared/spl/hi/pop_ups/08/south_asia_sri_lanka_refugees/html/2.stm
3. Reutersreportsoncurrenthumanitariancriseshttp://today.reuters.com/News/HumanitarianCrises.aspx
4. The 10 Most Under reported Humanitarian Crises of 2005 by Doctors WithoutBordershttp://en.wikipedia.org/wiki/Médecins_Sans_Frontières
5. The 10 Most Underreported Humanitarian Crises of 2006 by Doctors WithoutBordershttp://en.wikipedia.org/wiki/Médecins_Sans_Frontières
6. Save the Children list of types ofemergencieshttp://www.savethechildren.org/programs/emergencies/types-of-emergencies.html
7. AmnestyInternational,Humanrightspublications,www.amnesty.org
8. www.hdcentre.org

9. http://www.hdcentre.org/HumanRightsWatch,www.hrw.org

Elective:DisasterManagement

24SWK663 MentalHealthServicesinDisasterManagement

3003Introduction:

Thecourseaimstohelpunderstandthepsychosocialimpactofdisastersandthe needforprovidingpsychosocialcareandemotional support to disastervictims.

CourseObjectives:

1. Togainunderstandingof thementalhealthissuesassociatedwithDisasters
2. Tounderstand the importanceof psychoscial careforthe victims of Disaster
3. Toenablestudentstounderstandtheinterventionmodelsandapproachestothevictimsandcareproviders.
4. Toenablestudentstounderstandtheimportanceofdisasterpreparednessandtheroleofsocialworkersin Disastermanagement.

Coursecontent

Unit I: Introduction to Disaster Mental Health- concept, meaning, DMH Mission, Values, Ethics andAssumptions- 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 MentalHealthServices(PSSMHS)in DisasterManagement-Hindrances to psychosocialcareprogrammes

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

Unit III: Emergency planning and Training- Psychosocial assessment-PSSMHS in Relief Camps - Earlyintervention approaches – psycho education, psychological first aid, crisis intervention, debriefing, defusing-PSSMHS during Recovery, Rehabilitation and Reconstruction Phases-Handholding exercise - PSSMHS forVulnerableGroups–children,women,agedanddisabled.PSSMHSforCare-Providers-IntegratingPSSMHSwith General Relief Work & the Health Plan. Referral System-Role of NGOs in PSSMHS-Psychosocial careandcross cuttingissues –HIV/AIDS,Alcoholism,Poverty, Migration,Displacement

Communitybasedpsychosocialcaremodelsindisastermanagement-NIMHANSmodelofpsychosocialcare -World Health Organization- American Red Cross Model-Other models –Evidence base for communityintegratedmodels.Indicators ofrecovery – impact, distress, disabilityand quality of life

UnitIV:DisasterPreparednessinPSSMHS-PlanningandPreparedness-ResourceMapping-PreparednessforPSSMHS-CapacityDevelopment-Researchand Development-Documentation-

CommunityParticipation
–Role ofCommunity Level Workers,Roleof ProfessionalSocial Workers

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

Unit V: IASC Guidelines on Mental Health- Psychosocial support and Mental Health Services in disastermanagement-NDMAGuidelines-SphereStandards in psychosocial care.

CourseOutcomes

1. Thestudent will beable to assessthe psychosocialproblemsin Disastersituations.
2. Thestudentwill beableto useappropriate modelsforproviding psychosocialcare.
3. Thestudentwillgainsocialworkskillstoworkindisastersituationsandunderstandtheirroleindisastermanagement

SuggestedReadings:

1. Murthy, Srinivasa R and M K Issac: 'Mental Health Needs of Bhopal Disaster Victims and Trainingof 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, Bangalore1997Eherenreich,JH,CopingwithDisasters,AGuidebooktoPsychosocialIntervention,NewYork
:MentalHealthWorkers withoutBorders.
3. Jaswal,S.&GandeviaK..MentalhealthConsequencesofDisaster– SpecialIssue,TheIndianJournalofSocial Work, Vol. 61(4). 2000
4. Juvva, S and P Rajendran:'Disaster Mental Health', Indian Journal of Social Work, Vol 64, No 4, pp527-41. 2000

24SWK664 DisasterRiskReduction andClimateChange 3 003

Introduction

Thecourseintroduces thelearner totheDisasterRiskreduction intheCommunity andits impactonclimatechange and vulnerability.

CourseObjectives

1. Enablestudentto understandthe principlesandmethods forDisasterRiskreduction
2. ThestudentgainsknowledgeontheprocessandstrategiesinCommunityBasedDisasterRiskReduction
3. Tofamiliarizewiththeknowledgeofclimate changeand itsimpactondisaster
4. Tounderstandtheroleof Corporatesectorsinclimatechange.

CourseContent

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 risktrends,patternsandconditions.Identificationofriskreductionmeasures,prioritization,andpreparationofriskreduction plans, stakeholder analysis, organizational mechanism for plan implementations; Case studies onintegrationofrisk reduction into development activitiesand planning.

Unit II: Community-based Disaster Risk Reduction- The framework of Community Based Disaster RiskManagement(CBDRM).FacilitatingparticipatoryassessmentandplanningforCommunity-basedvulnerabilityreduction.Communityriskassessment;Hazardmapping;Facilitatingcommunityselfmonitoring, evaluation and learning for CMDRR; Sustaining CMDRM Process: structural mitigation, earlywarning, public awareness, community organisation, livelihood diversification and livelihood strengthening,training. Social Networks and Social Capital in Disaster Risk Management. Local knowledge systems indisaster risk reduction. Transparency and accountability issues in disaster risk reduction- Strategies forenhancingparticipationingovernanceandimprovingaccountabilityoftheprocessesinvolvedinallthephasesof disasters - Assigning accountability for disaster losses and impacts; Allocation of resources for necessaryrisk reduction; Enforcing the implementation of disaster risk management; Facilitating participation from thecivilsociety and theprivate sector.

Unit III: Climate Change and environmental vulnerability- Effect of climate change on India and herneighbours, Climate change versus environmental change: Population increases, development in marginalareas, unsustainable farming and fishing, deforestation etc. interface with climate change to create increasingvulnerabilities. The Pressure and Release Model to understand environmental vulnerability.Disaster RiskReductionTools and Methods forClimateChangeAdaptation.

UnitIV:Climatechangeanddisasters-globalwarming,deforestation,pollution.Socio-culturalandeconomic dimensions of environmental degradation: Common pool resources, livelihood and disasters;Impacts on food production and supply, health and diseases/epidemics; migration and conflicts; Tourism anddisasters.Mechanismsto address

Unit V: Climate Change- Climate change mitigation and adaptation. The role of carbon, climate feedbackmechanisms, geoengineering. The business and politics of climate change. The Kyoto Protocol.Carbontrading.CleanDevelopmentMechanisms.IntellectualPropertyRightTransfersetc.CorporateSocialResponsibility.Adaptationto environmental change.

CourseOutcome

1. Thecoursewill enableinidentificationofmeasuresfordisasterriskreduction.
2. Thestudentwill understandtheimportanceofCommunityBased Disastermanagement
3. ThestudentwillunderstandthethreatsposedbyclimatechangeandenvironmentalchangeinDisastermanagement

SuggestedReadings:

1. Blaikie,Piersetal,AtRisk: NaturalHazards,People'sVulnerabilitiesandDisasters,
2. London,RoutledgeandKeganPaul, 1994.
3. Casale,R.andC.Margottini,NaturalDisastersandSustainableDevelopment,Springer,
4. 2004.
5. Godschalk,D.Retal.NaturalHazardMitigation:RecastingDisasterPolicyand
6. Planning,IslandPress,1999.
7. Kasperson,J.X andR.E.Kasperson(eds.)GlobalEnvironmentalRisk,UnitedNations
8. UniversityPressandEarthscan,2001.
9. Neefjer,K.EnvironmentsandLivelihoods:StrategiesforSustainability,Oxford,OxfamGB, 2000

Elective:GenderandSocialWork

24SWK673 GenderandSustainableDevelopment 3 0 03

Introduction: This course aims to provide learners with an in-depth look at the role of gender at achievingequitable and sustainable development. Building on Amrita's pathbreaking AWESOME Framework, thecourse will equip the learner with the knowledge and skills to deliver transformativeaction across allsustainability pillars and geographic contexts to empower women to leverage their resources, live free ofdiscriminationinhealthyandsafeenvironments,andenjoyaccesstoqualityeducation,cultural,politicalandsocioeconomic equality. The course outlines key contributions to the analysis of power within public policymaking 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.Italsoprovidesanunderstandingofthevarioustechnologybasedinterventiontoolsavailabletosocialworkerstoaid thosein need.

CourseObjectives:

1. Understandingthecrucialrolegenderplaysinfurtheringthegoalforsustainableandequitabledevelopment
2. Gaininganin-depthunderstandingofthesignificanceandimportanceofgenderinhealth,education,safety,economicprogress and environmental quality.
3. Providingtheabilitytocriticallyassessexistingreformsandinitiativesandprovideimprovementstotheexisting system
4. Gainhands-ontrainingindevelopingaschemaforvulnerabilitymappingandassessmentintheirchosen areaof intervention

Coursecontent:

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

Unit2:GenderandEducation. Overviewofwomen'seducationstatusinIndia.Analysingbarriers towardswomen'seducationthroughcasestudiesfromthefield.Studyingandcriticallyreviewingexistinginterventio nsand solutions towards women'seducation inIndia

Unit 3: Gender and Economic Vitality. Inequality in entrepreneurial paths. The relative lack of women inScience/industry, despite increasing education and the growth of a middle class. Strategies for improving thesituation(Amrita cVETmethodology casestudies).

Unit 4: Gender and Safety. Exploring current issues of physical and mental safety. Critically analysing thegaps at the grassroots level in access and application of existing laws for ensuring physical and mental safetyofwomen.Understandthewaysinwhichsocialworkerscanfacilitateandenablepromptgrievanceredressal.**G ender and Technology.** Exploring the technological tools social workers have access to in addressingissues. Analyse gaps in technology and explore possibilities of designing technological tools that would aidsocialworkers in thefield.

Unit 5: Gender and Environmental Quality. Ecofeminist principles on environmental preservation andpolicy."GrihaDeviandBhumiDevi"- Understandingtheintrinsicrelationshipbetweentheempowermentofwomenand the preservation ofthe environment

Courseoutcome:

1. StudentsshouldgainbeabletounderstandtherolegenderplaysineachoftheAWESOMEdimensions
2. Students should be able to articulate dimension-wise solutions for multiple circumstances and formultiplepopulation types.
3. Studentsshouldhaveafoundationalunderstandingofthepotentialtechnologyhasasasolutiontoeachdimens ion'sgender inequality issues.
4. Studentsshould understandtheirroleassocial workers inworking towardsgenderequality.

ReadingList:

1. Gressel, Christie M, Tarek Rashed, Laura Aswati Maciuika, Srividya Sheshadri, Christopher Coley,Sreeram Kongeseri, and Rao R Bhavani. 2020. "Vulnerability Mapping: A Conceptual FrameworktowardsaContext-BasedApproachtoWomen'sEmpowerment."*WorldDevelopmentPerspectives*20(December):100245.https://doi.org/10.1016/j.wdp.2020.100245.
2. Benería, L. Berik, G and Floro, M.(2015) Gender, Development and Globalization: Economics as ifAllpeopleMattered, London: Routledge. (2ndEdition).

3. Cook,S.andKabeer,N. (2010)SocialProtectionasDevelopmentStrategy,London:Routledge.

4. Cornwall,A.,Edstrom,J.andGreig,A.eds.(2011)MenandDevelopment:PoliticisingMasculinities,Londo n: ZedBooks.

5. Kabeer,N.(2003)GenderMainstreaminginPovertyEradicationandtheMillenniumDevelopmentGoals:ah andbookforpolicy-makersandotherstakeholders,London:CommonwealthSecretariat.

6. Visvanathan,N.et.al.(2012)TheWomen, GenderandDevelopmentReader,London:Zed Books.

7. Hosseinpoor,A.R.,Williams,J.S.,Amin,A.,DeCarvalho,I.A.,Beard,J.,Boerma,T.,…Chatterji, S.(2012).Socialdeterminantsofself-reportedhealthinwomenandmen:Understandingtheroleofgenderin population health.*PloS one*, 7(4), e34799.

8. Osmani,S.,&Sen,A.(2003).Thehiddenpenaltiesofgenderinequality:Fetaloriginsofill-health. *Economics& HumanBiology*, 1(1),105–121.

9. ILO(2015)WorldEmploymentandSocialOutlook:TheChangingNatureofJobs,Availableat:http://www.i lo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang--en/index.htm

10. UNDP (2012) Powerful Synergies: Gender Equality, Economic Development and EnvironmentalSustainability.Availableat:http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/

11. 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/

12. UN Women (2015) Progress of the World's Women. Transforming Economies, Realizing Rights.Availableat:http://progress.unwomen.org/en/2015/

13. UNDP(2015)UnitedNationsSustainableDevelopmentGoals,Geneva:TheUnitedNations.Available at: http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf

14. WorldBank(2012)WorldDevelopmentReport2012:GenderEqualityandDevelopment.Availableat:http: //econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:22999750~menuPK:8154981~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html

Introduction: This course engages learners with practical and hands-on applications of the concepts andtheories related to gender and sustainable development covered in previous courses. Relying heavily on anexistingproject,learnerswillspendmuchoftheirclasstimeparticipatingintheprojectactivities.Thelearnerswillfirstbegivena“mastertrainer”trainingaswellasguidanceforhowtoconductimpactassessments.Withthisknowledge, thelearnerswillthentakepartintheassignedprojectandassistwiththetrainingandresearchstudy 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 formakingtheirpersonal and professional livesmore harmonious and genderequal.

The students will have the opportunity to conduct research inany of the areas of sustainable developmentcoveredduringtheprogramme,andsupplementitwithresearchintotechnologybasedinterventionsthatmightaidsocial workers in theirwork.

CourseObjectives:

1. Becomecertifiedmaster trainersforthegivenproject
2. Applymastertraining toteach otherstudents
3. Learnhowtoandthen conductanimpactassessment
4. Producearesearchreportontheirexperiencesandfindings

Coursecontent:

Unit1&2:Mastertrainerandcertification. Takeexistingmastertrainercontent,includingassessmentandcertification.

Unit 3: Impact assessment methods. Learn basic methods for impact assessment. Prepare their studyinstruments(survey and/or interviewquestions)

Unit 4: Supervision and Performance practice and evaluation. Field practice with giving trainings,includingassisting with existing AGSworkshops. Help with conductingany impact assessment.

Unit 5: Strategies for implementation. Sample course training, tailored toward the target population. Learnabouttheuniqueneedsofdifferentpopulations.Identifyavenuesfortechnologicalinterventioninsocialwork

Courseoutcome:

1. StudentsshouldearnanAmritaCertificationasamastertraineringendersensitisation(orsimilar)course.
2. Studentsshouldgainthe skillsandexperiencenecessarytoconducttheirownimpactassessmentandanalyseany data needed to producearesearchreport.
3. Studentsshouldgainexperienceinconductingagendersensitisationtrainingcourse,alongwithunderstandingbest practices fortraining vulnerablegroups.
4. Studentsshouldbeconfidenttheycanconductatrainingsessionwithgroupsfrommultiplebackgrounds/contextsincludingformalandinformalindustries,organisedandunorganisedsectors.

IndicativeReadingList:

1. AmritaGenderSensitisationCourseManual
2. ManualsforAmritacVETcourses
3. Shekharan, A. (2019). Mardon Wali Batein: A Research Project on Men, Masculinities, and SRHR.TheYPFoundationinpartnershipwithAmericanJewishWorldService.Availableat:http://www.theypfoundation.org/mardon-waali-baat

Elective: COMMUNICATIONFOR SOCIALAND BEHAVIOURCHANGE

24SWK678MediaandCommunication forDevelopmentinIndia 3 0 0 3

Introduction: The use of communication for national development purposes has a long history in India. Theimportance of the role of communication for national development was understood even before the country'sindependencein1947.Thiscourseintroducesstudentstotheconceptualizationsofmediaandcommunicationandtheirroleindevelopment.Thecoursewilldiscussthehistorical,socio-cultural,economic,psychological,political, and ethical aspects of media and communication. It will also explore the use, impact, and influenceofmediaandcommunicationtoachievehumanrights,communityempowerment,behaviourandsocialchangeinvarious development contexts in India.

Objectives:

1. Tolearnthehistoryofcommunication,experiences,andprogrammes inC4DinIndia
2. Todevelopcriticalunderstandingoffundamentalissuesandtrendsinmediaindustries
3. Todevelopcoherentargumentsaboutchallengesandopportunitiesformediacoverageofdevelopmentandsocial issue
4. Tounderstandtheimpactandinfluencesofmediaandcommunicationinhumanrightsandsocialdevelopment
5. Toattaintheabilitytoexplainopportunitiescreatedbytheavailabilityofdigitaltechnologies.

Unit 1:Communication for Development in India: Overview of key experiences of using media fordevelopment in India, Communication Development programmes in India, Potential of putting technologiesintheserviceofsocialgoals.,Entertainment-educationresearchandprogrammeimplementation.Entertainment-education– Gender equality andfamilyplanning, Communicationand Social marketingcampaign,VariousapproachesinCommunicationforDevelopment,Communicationfordevelopmentapproachesand woman'sempowerment- (Chipko movement andSonagachi programmes).

Unit 2 Print media: Historical overview of the press, news and journalism in India, major transformationsin contemporary journalism in India,liberalisation of Indian media, the commodification news, NewspaperBoom in India, Socia justice and development issues Commercialization of Indian journalism, Developmentinitiativesand Media, Journalism,and ethics

Unit3Audio-visualmedia:radio,television,andfilm: Historyofaudio-visualmedia.TelevisionBroadcasting in India, Transformation in the structure of broadcasting media in India, changes affectingprogrammingtent,social developmentgoalsandstatemonopoly,theimpactthebreak-

upofastatemonopolyfordevelopmentsues,Effectofglobalization,nationalization,andlocalismnmediacontentand movie

industry,social/developmentissuesinbroadcast
media,penetrationofcableandsatellitetelevisiononprivatechannels.

Unit4CommunityMedia: HistoryofcommunitymediainIndia,liberalizationofcommunitymediapolicyin 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 DirectoratesofPublic Relations, and NGOs

Unit5Digitalmedia: DevelopmentalroleofMassmedia,Newcommunicationtechnologiesfordevelopment 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 economythrough apps like Paytm which enables cash transfers using mobile phones to improve financial inclusionamonglow-incomepopulations.)InformationandCommunicationTechnologies(ICTs),SocialMedia,Over-the-Top(OTT) platforms

CourseOutcome: After thismodule,studentsshouldbe abletodemonstratethefollowingcompetencies:

1. KnowledgeofkeyexperiencesandprogrammesinC4DinIndia
2. Criticalunderstandingof fundamentalissuesandtrendsinmedia industries
3. Developcoherentargumentsaboutchallengesandopportunitiesformediacoverageofdevelopmentandsocial issues
4. Abilitytoexplainopportunitiescreatedbytheavailabilityofdigitaltechnologies

SUGGESTEDREADINGS:

1. Jeffrey,Robin.2000.India'sNewspaperRevolution.Palgrave.
2. Nair L.R., 1967. Private Press in National Development: The Indian Example in D. Lerner & W.Schramm,Editors,CommunicationandChangeintheDevelopingCountries,(pp.168-189).Honolulu:EastWest CentrePress.
3. Vilanilam,JohnV.2005.MasscommunicationinIndia:asociologicalperspective.
4. Thomas,RajuG.C.2006.Media,inStanleyWolpert,Editor,EncyclopediaofIndia(vol.3),pp.105-107

24SWK679 Strategydesign:Planningmodels,processesand levelsofintervention3003

Introduction: This module is designed to provide students with an overview of the basic steps in the designofcommunicationstrategiesfordevelopment.Acommunicationstrategyistheimplementationofaprogram me to achieve communication goals in support of development goals. Communication strategiesinclude basic, linked steps: situation analysis, goal definition, activities, materials, products, and messages,monitoringandevaluation.Strategicthinkingshouldguidedecisionsandensurethattheplanisimplemented accordingtothediagnosisand decisions.It containsthreesub-modulesand18 modulesas listedbelow.

CourseObjectives:

1. Knowledgeof thebasicsteps ofcommunication strategyplanning, design and implementation
2. Knowledgeaboutdifferentchangemanagementstrategiesimplementedaccordingto target
3. Knowledgeaboutdifferentcommunicationand marketingstrategiestopromoteimplementationstrategies.

Coursecontent:

Unit 1: C4D planning: Planning models refer to basic approaches to the design and implementation ofcommunicationstrategies.Theyprovideageneralframeworktounderstandnecessarystepsandtheconnections among various activities. Planning models emphasise the notion of process as strategy design isdynamicandevolvingaccordingtobaselineinformation,aswellastheprogressofspecificprogrammes.Also,proce ssesareevidence-drivenastheyneedtojustifydecisionsonthebasisofdifferentdata.Modelshighlightthe 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 mayundermine success. This unit discusses several planning models that have been widely used by severalagencies 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 forCommunication Programmes (CCP) and its partners in the USAID-supported Population CommunicationServices(PCS), andCommunication forBehaviouralImpact(COMBI), espousedby WHO.

Unit2:StrategyDesign: Onceobjectivesareprioritised,thenextstepistooutlinecommunicationstrategies.Astrate gyisasystematicseriesofactionsthatintegrateavailableknowledgeandcombinevariousapproachesand methodologies. These actions are selected on the basis of what is considered the overall approach – thegrandvisionofchange– toachievethecommunicationobjectives.Itispremisedontheexpectedsequenceofchange based on findings from the situation analysis, underlying theoretical premises, experiences and otherdecisionsmadealong theprocess.

Unit3:InterventionandImplementation: Successfulimplementationofacommunicationfordevelopmentprogr ammerequiresattentiontoseveralkeyissuesthroughouttheprocess.Ittypicallyrequiresacombinationof multiple skills—management, administration, budget and planning. According to the socio-ecologicalmodel (SEM), any given development/social issue needs to be analysed in a multi-dimensional context.Developmentchallengesareaffectedbyobstaclesandopportunitiesatvariouslevels:individual,communit y,social and systems/structural. As a reaction against a psychological model that assumes that obstacles andactions primarily lie at the level of the individual, the SEM stresses the importance of the social and politicalenvironment. SEM is not a theory in the sense that it does not provide explanations or predictions about whatcauses affect/explain specific problems or how they need to be addressed. Nor does SEM provide a series ofactionguidelines—whattodoandhow.Instead,itisanexplanatorymodelthatoffersinsightsintolevelsthatneed to be considered to produce nuanced assessments of a given situation. This approach assumes that thereis no single factor that determines behaviours, and that broad social change is needed to promote long-lastingtransformations. These levels are not independent from each other, but rather, they are nestled in ways thattheycollectivelyaffectaproblem.So,anygivenproblem– let'ssaylowenrolmentofgirlsinprimaryschoolsorpoor hand washing–is embedded in multiplefactors that need

tobe carefully analysed.

Unit 4: Key steps leading to change: The identification of various objectives at multiple levels to initiatechange leads to another set of decisions and questions: How should programme prioritise objectives? Whatlevels should be addressed? How should various objectives be coordinated? The production of 'SMARTobjectives'offersdifferentpossibilitiesthatneedtobecarefullyweighedonthebasisofseveralconsideratio ns.They indicate all kinds of possible actions to enter into the ecology/system of a given problem, with its manycauses,obstaclesandopportunities.Ifitisdonecorrectly,theidentificationofobjectivesproducesalonglist.Pro grammes cannot do anything that one could identify as necessary to tackle a given problem and therefore,needto analyseconditions to makestrategicdecisions.

Unit 5: Communication and Marketing: Communication approaches refer to specific actions designed andimplemented to achieve objectives. The selection of communication approaches needs to be based on thesituationanalysisandotherinformationgatheredduringthestrategydesignphase.Toooften,programmesarewed ded to certain approach or believe that a certain approach has all the answers to address communicationand other challenges. Strategic design demands understanding why and when certain approaches are suitabletoachievespecificgoals:gettingpeople'sattention,promotinglocaldialogue,remindingpeopleaboutcertai nideas and beliefs; signalling behaviour and social change and others. What is needed is an open attitude thatanalyses appropriate approaches based on various contextual considerations including popular ways for localcommunities to exchange ideas (especially about the issue at stake), reach and trust, ease of access, ability
tocutthrough'noise'andothermessages/ideas,andsoon.Theselectionofspecificapproachesneedstobebasedon evidence collected previously based on assessment data and desk reviews. It can not be done on the basisof personal preferences, previous expertise or available resources. These are certainly factors that need to beconsidered yet, they cannot be the sole drivers of the selection process. This Unit is designed to providestudentswithanoverviewofcommunicationapproachesusedincommunicationfordevelopment.Inthisunit ,studentswilllearnthebasicprinciplesunderlyingeachapproach,strengths,limitations,designandimplementation.

Courseoutcome:

Afterthismodule, studentsshould beableto demonstratethefollowingcompetencies:

1. Knowledgeofthebasicsteps ofcommunication strategyplanning
2. Criticalunderstandingof keyquestionsinstrategicplanning
3. Explainlinksamong strategicsteps
4. Designandimplement a C4Dplan

SUGGESTEDREADINGS

1. Gressel, Christie M, Tarek Rashed, Laura Aswati Maciuika, Srividya Sheshadri, Christopher Coley,Sreeram Kongeseri, and Rao R Bhavani. 2020. "Vulnerability Mapping: A Conceptual FrameworktowardsaContext-BasedApproachtoWomen'sEmpowerment."*WorldDevelopmentPerspectives*20(December):100245.https://doi.org/10.1016/j.wdp.2020.100245.

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3. Cook,S.andKabeer,N. (2010)SocialProtectionasDevelopmentStrategy,London:Routledge.

4. Cornwall,A.,Edstrom,J.andGreig,A.eds.(2011)MenandDevelopment:PoliticisingMasculinities,London: ZedBooks.

5. Kabeer,N.(2003)GenderMainstreaminginPovertyEradicationandtheMillenniumDevelopmentGoals:ahandbookforpolicy-makersandotherstakeholders,London:CommonwealthSecretariat.

6. Visvanathan,N.et.al.(2012)TheWomen, GenderandDevelopmentReader,London:Zed Books.

7. Hosseinpoor,A.R.,Williams,J.S.,Amin,A.,DeCarvalho,I.A.,Beard,J.,Boerma,T.,…Chatterji, S.(2012).Socialdeterminantsofself-reportedhealthinwomenandmen:Understandingtheroleofgenderin population health.*PloS one*, 7(4), e34799.

8. Osmani,S.,&Sen,A.(2003).Thehiddenpenaltiesofgenderinequality:Fetaloriginsofill-health. *Economics& HumanBiology*, 1(1),105–121.

9. ILO(2015)WorldEmploymentandSocialOutlook:TheChangingNatureofJobs,Availableat:http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang--en/index.htm

10. UNDP (2012) Powerful Synergies: Gender Equality, Economic Development and EnvironmentalSustainability.Availableat:http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/

11. 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/

12. UN Women (2015) Progress of the World's Women. Transforming Economies, Realizing Rights.Availableat:http://progress.unwomen.org/en/2015/

13. UNDP(2015)UnitedNationsSustainableDevelopmentGoals,Geneva:TheUnitedNations.Available at: http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf

14. WorldBank(2012)WorldDevelopmentReport2012:GenderEqualityandDevelopment.Availableat:http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:22999750~menuPK:8154981~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.htm

24SWK683 Human Resource Management - I 3 0 0 3

Course Objectives:

• To introduce the students to the basics of human resource management (HRM).
• To provide an overview of the functional areas of HRM.
• To lay the foundation for a deeper understanding of and practice in the field of human resource management.

UNIT – I: Introduction to Human Resource Management

Concepts of human resource management, personnel management, human resource development, human capital management, strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR auditand HR Information Systems. Proficiencies of a HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

UNIT – II: Acquisition of Human Resources

Human resource planning: concept, objectives, process. Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position analysis questionnaire system). Difference between Job analysis, Job specification, Job description, Job evaluation. Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

UNIT – III: Development of Human Resources

Training and development: concept and difference between employee training and management development. The 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods). Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness. Career development: concept of career and career development. Career stages. Strategies for effective career development. Performance Management: Concepts of performance, performance appraisal. Difference between performance and potential appraisal. Performance appraisal process, Performance appraisal methods. Factors that distort appraisals.

UNIT – VI: Motivation of Human Resources

Employee motivation: concept and strategies. Broad categories of motivation theories (content, process and contemporary theories). Leadership: Concept. Broad categories of leadership theories (Trait, Behavioural and contingency theories). Employee engagement - concept and strategies.

UNIT – V: Maintenance of Human Resources

Compensation and benefits administration: concept and components of remuneration (wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits). Determinants of compensation patterns (legislations, job evaluation, surveys, components of the pay structure). Benefits: Concept and types. Rewards: Concepts and types. Criteria for distributing rewards. Difference between Performance-based pay and Competence-based pay. Concept of red-circle rates of pay. Concepts of Statutory compliance and Employee relations management. Employee Discipline – concept, common acts of employee indiscipline. Employee Separation: Concept and forms (termination of employment, retirement, resignation, dismissal, redundancy). Guidelines for compassionate exit management. Concepts of employee attrition / turnover, exit interview, right sizing, severance pay, survivor syndrome. Employee Retention Strategies.

Reference

1. Dessler, Gary.(2011), Human Resource Management. 12th edition NJ: Prentice Hall.

2. French L.Wendell (2006), Human Resource Management, New York: Houghton Miffin .

3. Gupta C.B.(2012), Human Resource Management Text and Cases, Delhi: Sultan Chand & Sons

4. Prasad L.,(1973), Personnel Management and Industrial Relations in Public Sector, Mumbai: Progressive Corporation

5. Singh N.K., Suri G.K. (1985), Personnel Management, New Delhi:Vikas Publishing House.

6. Sharma. S.K.(2009), Hand Book of HRM Practices: Management Policies and Practices, Delhi : Global India Publications.

7. Sherman, Arthur(2000), Managing Human Resources, South Western O.H: Thomson,

8. Yoder, Dale and Heneman, H.G.,(1979), Handbook of Personnel and Industrial Relations, Mumbai: Bureau of National Affairs.

24SWK684 Human Resource Management - II 3 0 0 3

Course Objectives

1. To keep the students up to date with the Trends in the Business Scenario.

2. To create and urge in the students to acquire knowledge about the Verticals in Human Resource Practices.

3. To help the students develop their knowledge on Management Concepts.

UNIT I Corporate Quality:
Total Quality Management, Total Production Maintenance, Six Sigma, Kaizen, 7 S, Just in Time
UNIT II Corporate Assessments:
Competency Mapping, Skill Matrix, HR Bench marking,ISO Standards,SWOT Analysis, LEAN methodologies, Development Centers, Assessment Centers, Human Resource Accounting, Human Resource Audit
UNIT III Corporate Process and Plans:
Knowledge Management, Business Process Outsourcing/Services, Knowledge Process Outsourcing, People Capability Maturity Model, Emotional Intelligence, Employee Stock Option Plan/Programme, B2B, B2C,
UNIT IV Verticals in Human Resources Management:
Meaning and Concepts and Practical applicability of Employee Engagement, Performance Management System, HR Analytics and Resource Management, Enterprise Resource Management, Employer Branding.
UNIT V Management Gurus:
Peter Ferdinand Drucker, Joseph Moses Juran, William Edwards Deming, Warren Gamaliel Bennis and their contribution. Business Tycoons - Ratan Tata, Azim Hashim Premji, N. R. Narayana Murthy and their achievements. Critical analysis of articles on Management and Business.

Reference

1. Chary, S, N,(2002). Business Gurus Speak, Delhi: Macmillam India Ltd

2. Dale, B. & Cooper.G, (2000).Total Quality and the Human Resource, New Delhi: Infinity Books

3. Gita Piramal, (1997). Business Maharajas, New Delhi: Penguin Books Pvt Ltd

4. Lessem.R, (2000).Manager's Handbook of Total Quality Learning, New Delhi: Infinity Books

5. Mark A Thomas, (2007). Gurus on Leadership,UK: Thorogood Publishing

6. Ross Reek, (2013).The Engagement Formula, New Delhi:, Westland Ltd

7. Ramani. V. V,(2005). ESOP's – An Introduction, Hyderabad: ICFAI University Press

8. Sarkar Debashis, (2012). Lessons in Lean Management, New Delhi: Westland Ltd.

9. Shanthi. N. M, Naveen Kumar. E, (2007). Knowledge Process Outsourcing Perspectives and Practices, Hyderabad: ICFAI University Press

10. Sarika Kulkarni, (2005). BPO, Mumbai: Jaico Publishing House

11. Sarkar.D, (2000).Handbook for Total Quality Management, New Delhi: Infinity Books

12. Thomas. H. Davenport, Jeanne. G. Harrs. Competing on Analytics, Harvard Business Publication

13. VirSanghvi , (2013). Men of Steel, New Delhi: Roli Books Pvt Ltd

24SWK696/23SWK698* ConcurrentFieldwork- IV/Internship IV* 0 0 44

Thespecializationswisefieldworkcontinuesinthefourthsemesterwiththeshiftingoftheagencyinviewofgetting exposure in a different environment focus area. Understanding the policies and programmes of theagencies, the students shall work together with the agency, broaden their perspective on practice issues andrender their help to the needy. Students can also be placed in open settings. Some students are linked togovernmental programmes, meant for poor and vulnerable sections of the community, relating to variousissueslikehealth, disability, livelihood and so on.

24SWK697 BlockFieldPlacement-June 0 0 22

The block field placement is the requirement for the final year students to complete the course. Under thismode, they will be placed in an organization continuously for 30 days, to acquire intensive training aiming atemployment in a similar organization. A few students may get employment opportunities in the sameorganizationoncompletionoftheinternship.Itisorganizedaftertheend-semester examinationsinJune.

24SWK699 ResearchProjectII 0 0 22

Each student has to complete the field project within the selected area with the supervisor who will offercontinuous guidance to acquire the knowledge and application of research steps. The objective of ResearchProjectIIistoguidestudentstowardsapublication.Studentsgettheopportunitytopublishascopusindexed paper at the end of the Research Project course during the 4th semester. The final evaluation and viva-vocewillbeheld at the end ofthe fourth semesterfor2Credits.

Assessmentmethod:

I. Theorypapers (2&3CreditCourses)

Internal			**External**	**Total**
ComponentsInternal	*Weightage*		Examinationconducted for100Marks Weightage: 50%	Internal + External =100
FirstPeriodical	15%	50%		
SecondPeriodical	15%			
ContinuousEvaluation*	20%			
ClassTest*	5marks			
TutorialSession*	5marks			
Seminar&Assignment*	10marks			
Total*	20marks			

II. Theory(1CreditCourses)

Internal			**External**	**Total**
ComponentsInternal	*Weightage*		Examinationconducted for100Marks Weightage: 50%	Internal + External =100
MinorProject(BasedonField Work experience)	30%	50%		
ContinuousEvaluation*	20%			
ClassTest*	5marks			
TutorialSession*	5marks			
Seminar&Assignment*	10marks			
Total*	20marks			

III. ResearchProject

	SemesterIII			SemesterIV	
Stages ofReview	**ProtocolPresentation**	**Review I**	**Review II**	**ReviewIII**	**Viva voceExam**
Weightage	**10%**	**10 %**	**30%**	**30%**	**20%**
TotalMarks	**10**	**10** (5 Mark – Presentation& 5 Mark-FinalReview)	**30** (10Mark– Presentation 10 Mark – toolconstruction & 10 Mark-FinalReview)	**30** [5 Marks - Regularity for ProjectGuidance 10Marks-DatacollectionandAnalysis 15 Marks - SubmissionandPublication ofPaper(preparation ofpaper-10Marks,Uploadofpaperon time-5Marks)]	**20** (ExternalEvaluationbyconductof Viva Voceisfor20Marks)

Components	• 3 relevantt opics • Majorobj ectivesof thestudy • Relevance of thestudy • Review ofLiteratu refor eachtopic	• Reviewofli terature[25 -30nos] • Problemfor mulation(St atementof theProblem) • Research Gap &Researc hQuestio ns • Aim [title]&Ob jectives • Theoretical Framework • ResearchH ypothesis	• Introductionchapter • ResearchMethodolog ychapter • Research Design • Universe& sampling • Tools for datacollection • Pre-testing • Sources ofdata • Referenceperiod • Limitation of thestudy	• Datacollecti on(Complet ed) • Code Bookprepa ration • Data SheetEntr y • Analysischa pter andinterpret ation • Chapter onFindings SuggestionsandConclus ion • References	

		• Operational definitions • Need for thestudy • Scope of thestudy • Pilot study			

IV. Concurrent Fieldwork I, II, III & IV /Block

PlacementMethodof Internal and ExternalAssessment

Thestudentwillbeevaluatedfortheconcurrent FieldWork,SummerInternship,WinerInternshipandBlock Placement through a Viva Voce with both internal and external assessment for 80 and 20 marksrespectively.Thecomponents used forthe internal and externalevaluationis as follows:

Internal

S.No.	Criteria	Marks
1	Workingin thecontext ofan agency	15
2	Socialcasework&Socialgroupwork	15
3	Community Organisation & CommunityInitiatives	15
4	ReportWriting/SubmissionRegularity	15
5	UseofSupervisoryProcess/IndividualConference	6
6	DevelopmentofProfessionalSelf	14
TotalMarks		**80**

External

S.No.	Criteria	Marks
1	SubjectKnowledge	10
2	Presentation&CommunicationSkills	10
	TotalMarks	**20**

Elective:HUMANRIGHTS(TheArizonaUniversitycourses –Dual Degree)

HRTS 500Advancing to Human Rights 300 3

CatalogDescription

This course provides an overview of human rights practice and activism.The first part of the coursewillfocusonthehistoryofhumanrightswithanemphasisonthegrowthofinternationalorganizationsfor advancinghumanrights.Wewillexaminegrassrootssocialmovementsandparticipatoryapproaches to human rights activism, including recent critiques of participatory human rights anddevelopment.Thesecondpartofthecoursefocusesoncriticalskillsneededtobecomemoreeffectiveactivists for advancing human rights. These include professional responsibility and ethics, interviewskills and techniques, translating international norms into specific contexts, psychological issues suchastrauma and memory, and various approaches tofieldwork.

CourseDescription

ThisisarequiredintroductorycourseforboththeMAandGradCertificateinHumanRightsPractice.Our focus will be on ways for moving human rights initiatives forward as well as practical methodsfor assessing, analyzing, and engaging human rights issues. Students should be generous in sharingtheir 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 areopento your ideas and input!

CourseTechnology

You will need to know how to work with the UA's classroom management system or portal – D2L(https://d2l.arizona.edu).SeveralhelpfullinksareontheclassD2Lpage,includingtipsonusingD2L,netiquette,andtechsupportlinks.Also,pleaseregisterontheGHRDwebplatformathttps://globalhumanrightsdirect.arizona.edu/.If there are ANY problems or questions about theselinks,byallmeanscontactmeorMetteBrogden,theProgramManagerfortheHumanRightsPracticeprogramand wewill work with you to sort theseissues out.

CommunicatingwiththeCourseFacilitator

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

LearningOutcomes

Bythe end ofthesemester, it is expectedthat students will, *interalia*, beable to:

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

2. Explainhowactivistshaveshapedtheprogressivedevelopmentofinternationalhumanrightslawinsever al contexts.
3. Explainhowhumanrightsinstruments can advancesocialjusticeformarginalizedgroupsbybeingtranslated into local conditions.
4. Explainseveralmajorinnovationsinparticipatorydevelopmentandgrassrootshumanrightseduca tion
5. Criticallyassesslocal,national,andtransnationalsocialmovements.
6. Applyageneralset ofnormsand anethosthat isessentialto humanrightspractice,especiallywhenworking with marginalized groups
7. Recognizeinherentpsychologicalissues,suchastrauma,thataregenerallypresentinhumanrightsfi eldwork, and possess somestrategies for addressing them.

CourseObjectives

Duringthis coursestudents will:

1. Readimportantrecentworksaboutadvancinghumanrights.
2. Readimportantworksonhowtobecomemore effectiveandcriticalactivistsforadvancinghumanrights.
3. Engagewithexternalparticipantsthroughguestvideoconferencesincludingmajorscholarsandactivi stsin thefield.
4. Organizeandleaddiscussionswithvirtualguestspeakers.
5. Engage in discussions via D2L with their colleagues on video conference guest lectures and thecoursereadings.

CourseRequirements

Participation in the Class Discourse (70 Points): Students will be expected to regularly participateontheclassdiscussionboardwhich formostweekswillthroughVoiceThreadonourclassD2Lpage.Go to UA Tools in the top menu, and then choose VoiceThread. We will have seven (7) discussionsandeachofthesewillbeworthten(10)points,foratotalof70points.Acoupleofthesewilllikelybei ntheformofProblem-BasedLearningassignmentswherestudentswillworkwiththeInstructor(andpossiblycommunitymembers)toaddressreal-worldproblems.ThegradingforeachVTwillbebasedupon the rubric that is on D2L. For instance, in order to get the full 10 points during a week a studentwouldcontributeat least5 or 6substantivecomments.

Group Projects (25 Points): This assignment aims to advance several interrelated human rightsprojects: the Human Rights Conversations textbook, a remembrance project for South Sudan, anempirical research project involving Rohingya refugees in Bangladesh, and a student-led academicresearch project. Details of each of these, including their current status, will be provided during thefirstweekofthesemester.GroupswillbeexpectedtoworkcloselywiththeInstructorontheseprojects –astheyaremostly“his”projectsafterall Thisshouldbeanongoingdialoguethroughoutthe semester.Theinstructorwillbewalkingyouthroughtheseassignmentsandwillbeavailableforfurtherexplan ation.

The *Human Rights Conversations* textbook is a joint project with 7 very distinguished human rightspractitioners.Youwillhavetheopportunitytochoosetoworkonchaptersrelatedtothecurrent Globalcrisis,self-care and trauma,human rights mentors, andpossibly on theRohingyacrisis.

Lead Class Discussion with Guest Speaker (5 Points): Teams of students will work with theInstructortorunourvideoconferenceguestlectures.Thestudentswilltaketheleadoncloselyreadingthe material most related to the guest speaker(s) and soliciting questions from the other studentsthrough our weekly VoiceThreads. Teams might also be responsible for leading the discussion withour guest(s).Students will be responsible for following up afterwards with a thank you note and anyfollow-up questions from your colleagues. You should use these as opportunities for networking andfollowup as appropriate.

AttendanceandParticipation: Studentsareexpectedto"attend"allclasssessions– eitherliveorviarecorded video feed. This MUST be done in a timely fashion pursuant to the dates provided in theonlineD2Lsystem.Studentswillhaveawindowoftimeinwhichtowatchandreacttoclasssessions.Itisimperativetofollowthecourseandthe discussions(along withtheattendant assignments).

WorkloadExpectations

At the University of Arizona, in a semester-long course for **undergraduates**—one that lasts 15weeks—studentsareexpectedtohaveatleast9hoursofworkloadeachweek.Sincethisisa7.5weekcourseatthegraduatelevel,studentsareexpectedtohaveaworkloadofapproximately20to24hourseach week.This is an online class with a mix of guest lectures, a few short video lectures by theinstructor, readings, short assignments, and groupwork; all of which will vary each week.If you areputtingin much moretimethan that,pleasecontact theInstructor.

Attendance

Attendance, preparation, and participation from all students are crucial for the success of thiscourse.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 whoshow affiliation with that religion. Absences pre-approved by the UA Dean of Students (or theDean's designee) will be honored (e.g. athletes, debate team, military absence, hospitalization,deathin family).

Grades

Seethislinkforuniversitygradepolicies:http://catalog.arizona.edu/policy/grades-and-grading-systemYourgradewill bedetermined as follows:

90points andabove	A
80-89	B
70-79	C
60-69	D
59andBelow	E

ReasonableAccommodations

The instructor will be happy to work with students who require reasonable accommodations fordisabilitiesorothercircumstances.

AccessibilityandAccommodations:AttheUniversityofArizona,westrivetomakelearningexperiences as accessible as possible. If you anticipate or experience barriers based on disability orpregnancy, please contact the Disability Resource Center (520-621-3268, https://drc.arizona.edu) toestablishreasonableaccommodations.

OtherCoursePolicies

AppropriateConduct

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats ofphysicalharmtoanymemberoftheUniversitycommunity,includingtoone'sself.See:http://policy.arizona.edu/threatening-behavior-students.

For more information on appropriate and inappropriate student conduct,
seehttp://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconducthttp://policy.web.arizona.edu/disruptive-behavior-instructionalhttp://policy.web.arizona.edu/threatening-behavior-students

NotificationofObjectionableMaterials

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

ConfidentialityofStudentRecords

As required by law under the Family Educational Rights and Privacy Act of 1974 (FERPA), studentrecordsareconfidential.Thislawanditsapplicabilitytoyoureducationalrecordsmaybeaccessedat:http://www.registrar.arizona.edu/ferpa/default.htm

ChangestotheSyllabus

Informationcontainedinthiscoursesyllabus,otherthanthegradeandabsencepolicies,maybesubjecttochangewith reasonableadvancenotice,as deemed appropriateby theinstructor.

WARNING!

Cheatingandplagiarismwillnotbetolerated.Plagiarismincludesnotonlytheexactduplicationof an author's words but also an unacknowledged close paraphrase.When in doubt give acitation.SPECIALNOTE:Besurenottoplagiarizewhenpreparinglegalmaterials.Students

should be especially careful when cutting and pasting material from cases, briefs, and othersources.Usequotationmarks and/orcitations whereappropriate.
Students are encouraged to share intellectual views and discuss freely the principles and applicationsofcoursematerials.However,gradedwork/exercisesmustbetheproductofindependenteffortu nlessotherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity asdescribedintheUAGeneralCatalog.See:http://deanofstudents.arizona.edu/codeofacademicintegrity.

RequiredReadings

Requiredreadingswillbedistributed/assignedasneededthroughD2LorcanbefoundthroughtheUAlibrary (http://new.library.arizona.edu) oron theInternet.

CourseOutlineand Readings

NOTE:Forweeklyobjectives,seetheClassD2Lpage.Rhyt

hmof theCourse

The general flow of the course will be as follows. I will post a PPT to VoiceThread on Sunday orMonday.Itwillincludebackgroundinformation,adiscussionoftherequiredreadingsaswellasyourmissio n for the week.Over the next few days, you will do the readings and participate in theVoiceThread, including working on any problem-based assignments.Feel free to make comments orask questions on any of the VT slides.You should also prep for the videoconference guest who willgenerally join us later in the week.You should be ready with very thoughtful, nuanced questions forthe guest speaker.We then finish up the VoiceThread and come up with follow-up questions for theguest speaker.Then, we take a deep breath before the next week's work. Meanwhile, you should bemakingsteady progress on yourclass projects throughoutthesemester.

NOTE: This class is designed to allow each student to explore topics of their own interest in relationto the weekly class material. Each week will be anchored by a guest speaker and one or two readingsor films.Each student should focus on those during the week.But, there will also be a number ofother issues and readings/films that students can explore as they see fit.Some of the material isdesigned to give a larger context or background to the main issues.Others are intended to widen thescopeofyourlearningbylookingattheissuesinothercontextsacrosstimeandspace.Somematerialis designed to get you to think deeper about some specific aspects of the main issues. So, you do notneed to read or view all of the material listed below in the Course Outline.Also, feel free to read orviewadditional materialnot listed below.

Week1: Introductionto theCourse, theClass Projects, and Human Rights inGlobal level
Aug22-27
Readings:Kathryn Sikkink: "Evidence Indicates That We Should Be Hopeful—Not Hopeless—AboutHumanRights"https://www.openglobalrights.org/evidence-indicates-that-we-should-be-hopeful-not-hopeless-about-human-rights/
AndrewAnderson,"HardTimes,butHumanRightsDefendersAreResilient"(https://www.openglobalrights.org/Hard-times-but-human-rights-defenders/).DustinN.Sharp,"PricklesandGoo:HumanRightsandSpirituality"(D2L)
Assigned:VoiceThread - Personal Introductions (0

Points)VoiceThread-
IntroductiontotheCourse(0Points)

VT:Human Rights Today

Guest

OlenaTanchyk,FormerDeanoftheFacultyofEconomicsatDonetskStateUniversityofManagementin Mariupol, Ukraine

Week2: **TheDRC, Colonization,and theHistoryof HumanRights**

Aug28-Sep3

Readings:

"M23militia'sartilleryfire,backedbyRwanda,ratchetsuptensionsinendangeredgorillas'Congolesehome"(Internet)

"Armed Group Atrocities Creating Havoc in Eastern DR Congo"

(Internet)SharonSliwinski,"TheChildhoodofHumanRights:TheKodak ontheCongo"

JasonStearns,*DancingintheGloryofMonsters:TheCollapseoftheCongoandtheGreatWarof Africa* (Selections, Library)

Films: *Congo:WhiteKing, RedRubber, BlackDeath*,dir. PeterBate

Lumumba,dir.RaoulPeck

Virunga,dir.OrlandovonEinsiedel(Netflix)

Cityof Joy,dir. MadeleineGavin (Netflix)or

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

TBD

Assigned: VoiceThread:Colonialism,theFirst/SecondCongoWar,etc.(10Points)

Week3:

ProgressiveDevelopmentofContemporaryHumanRightsLaw,StrategicLitigation,Gender-BasedViolence

Sep4-10

Readings: Rhona K.Smith,*TextbookonInternationalHumanRights*,Chapters1-6(D2L,Skim,almostsolelyforreference)

"StatusofRatification:InteractiveDashboard"(http://indicators.ohchr.org/)

Simmons,"Deconstruction,ConcreteUniversalisms,andHumanRightsoftheOther"in *HumanRightsLaw andtheMarginalized Other*(D2L)

KatieRedfordandBethStephens,"TheStoryofDoev.UNOCAL:JusticeDelayedButNotDenied"(D2L)

PossiblySomeMaterialonEritreaandTigray

ReportoftheSpecialRapporteurontheSituationofHumanRights inEritrea(A/HRC/26/45)(http://www.ohchr.org/EN/countries/AfricaRegion/Pages/ERIndex.aspx)

HumanRightsConcern–Eritrea,"TheirVoiceIs Ours…TheirSufferingToo!"(Internet)"Eritrea:1st PeriodicReport, 1999-2016"(ACHPRWebsite)

VariousShadowReports onEritrea(forCEDAW andACHPR,Internet)LatestNews and Reportson Tigray

Video:

MilenaKaneva(dir.)*TotalDenial*(YouTube)Gu

ests: GayeSowe,IHRDA

KaHsaw Wa,EarthrightsInternational(Recorded)

Assigned: VoiceThread:Strategic Litigationand GBVinAfrica(10Points)

Week4: **TheWhiteSaviorComplex,ParticipatoryDevelopment,andFeministEpistemology**
Sep11-17
Readings: RichaNagar,*MuddyingtheWaters:Coauthoring FeminismsacrossScholarshipandActivism* (Selections,D2L)

YohannaAbdou,etal.“LocalizingInternationalHumanRightsNormsthroughParticipatoryVideo withPeople Affectedby Leprosyin Niger, Nigeria,and Mozambique”
Simmons,Handout:“ParticipationinDevelopmentandHumanRightsDiscourse:Panacea,Tyranny ,Transformation”(D2L)
ValerieMillerandMariaSuarezToro,“ResonanceandtheButterflyEffect:FeministEpistemology and Popular Education”(D2L)
ValerieMiller,“Rights-BasedApproachesandBeyond:ChallengesofLinkingRightsandParticipation”(Internet)
JordanFlaherty,*NoMoreHeroes*(Selections,D2L)
TejuCole,“TheWhite-SaviorIndustrialComplex”(Internet)WilliamSimmons,“Feminism,Ign orance,and Human Rights”(D2L)
LucyFerguson,“‘ThisisOurGenderPerson’:TheMessyBusinessofWorkingasaGenderExpertinIn ternational Development” (LibraryDatabase)
WendyHarcourt,“AnotherHotelRoom,AnotherCity,AnotherTraining:ReflectionsonCo-OptationofFeminism by Development” (Internet)

Guests: Dr.AngelinaMattijo,NTLI,UniversityofJu baTBDfromIndia

Assigned: ClassVoiceThreadincludingfeminism andmicrofinanceinitiatives

Week5: Joyful HumanRights,Perpetrators, Reconciliation,Resilience, PTSD,

Sep18-24

Readings:WilliamPaulSimmons,“JoyfulPerpetrators,”“JoyfulActivists,”and“HumanRightsWinners”(D2L)
William Paul Simmons, “Making the Case for a More Joyful Approach to Human Rights”(Internet)
ClownswithoutBorders,“JoyfulHumanRights:InterviewwithWilliamSimmons,”https://www.facebook.com/clownswithoutborders.usa/videos/328760264893004
AudreLorde,“UsesoftheErotic”(D2L)
AudreLorde,“TheUsesofAnger:WomenRespondingtoRacism”
Simmons,etal.“MeasuringIndividual-LevelResilienceandPost-TraumaticGrowthinInternationalDevelopment:TheCaseofanArts-BasedInterventionamongRohingyaRefugeesinBangladesh”
BrookeEliseAxtell,“WhatIKnowofSilence”(D2L)
Brooke Elise Axtell, *Beautiful Justice: Reclaiming My Worth After Human Trafficking andSexualAbuse*(Selections, D2L)

Films: *The Act of Killing*, Dir. Joshua OppenheimerGuest:NaomiSchafer,ClownswithoutBorders-USA

Assigned: VoiceThreadand/or LettersDearBrooke andDearNaomi(10Points)

Week6: ClimateChange,Resilience, andFeminism

Sep25–Oct1

Readings:ICCP – Sixth Assessment Report; https://www.ipcc.ch/report/sixth-assessment-report-cycle/COP26Website:https://ukcop26.org/
Simmonsetal.“MeasuringResilienceandPosttraumaticGrowthattheIndividualandCommunalLe velsintheContextofanArtsInterventionforRohingyaRefugeesinBangladeshRobinAl-haddad,etal.,ConceptNote:“TheirWorld:ExperiencingForcedMigrationthroughtheEyesof RohingyaChildren”(D2L)

Guests: RafiqulMontu,IndependentJournalist

PanelDiscussiononClimateChangeandHumanRights(Recording)Assi
gned VT:Coastal Journalism Initiative

Week7:

Srebrenica,Memory,andInternationalCriminalLawand/orDecolonialPedagogyand CriticalConsciousness

Oct2-8

Readings: SavoHeleta, *NotMyTurn toDie:Memoirs ofa BrokenChildhood in Bosnia*
Selected Cases of the ICTY (https://www.icty.org/en/cases)Subscribeto justwatch-l@listserv.buffalo.edu

Films: *QuoVadis,Aida?,* Director:JasmilaZbanic
"Srebrenica-aHorrifyingConfession"– 6minuteselectionfromTheAnatomyofEvilbyOveNyholm(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=jnQ1lTAVjhw)

Guest: SavoHeleta,formerlyof NelsonMandelaUniversity

Assigned:

VoiceThreadonBosniaand/orDecolonialPedagogyScale(D2L)We

ek8: CatchUp andFinal StudentProjects (30 Points)Oct9-12

HRTS501AdvancingHumanRights Organizations 3 0 0 3

LeonardHammer	Email:lhammer@email.arizona.edu
OfficeHours: byappointment -via email	

CatalogDescription

Thiscoursefocusesonthepracticalaspectsofadvancinghumanrightsthroughcivilsocietyorganizations (CSOs – often referred to as non-governmental organizations, NGOs) with a specialemphasisonsomeofthedramatictransformationsthathumanrightsCSOshaveundergoneinthepastcoupleofdecades.Thecoursewillcoversuchcriticalissuesas:managementofresources,relationshipswithpersonnelandboardsofdirectors,fundraisingandfinancialmanagement,accountability,navigating governmental corruption, andprogramevaluation.

CourseOverview

Human rights CSOs have undergone dramatic transformations in the past couple of decades.CSOsare now routinely seen as crucial actors in a number of national and international forums, possessingneededexpertiseonspecificissuesandcountries.CSOsalsoincreasinglyworkdirectlywithmarginalized populations.In addition, CSOs often collaborate with other CSOs to bring legal casesandstrategicallyuniteintolargecoalitionstodrawattentiontoaspecificissue.CSOsalsoareheld

more accountable to community stakeholders and donors.These transformations have led to changesin the way that CSOs must be managed, as well as the types of deliverables that they produce.Theyalsohaveraised ahost ofethical issues.

We will examine these changes through a series of questions that get to the heart of working in andwith human rights CSOs.How do CSOs both advance and limit human rights?Can CSOs be madeadaptable enough to create sustained change in human rights or are they inevitably caught up inorganizational inertia?How can CSOs work with governments, even repressive ones, to createchange?How can a CSO ethically "market" human rights abuses to communicate with a range ofexternal stakeholders?What methods allow an organization to create broad coalitions and seekfundingfrom external sources without losingsight of its key principles?

Human Rights CSOs vary greatly in size, goals, and functions and they evolve over time; so, studentswillcloselyexamineanumberoforganizationsthroughoutthesemester.Sinceweexpectanumberof students will currently be managing or working in human rights CSOs, students will be able to offerinsightsfromtheirexperienceandinvitepeoplefromtheirworktoparticipateinthecourseasexternalpart icipants.We also will have videoconferences with a number of CSO leaders from around theglobe.

LearningOutcomes

Bytheend ofthe course,students willbe ableto:

7. ExplainhowhumanrightshavebeenadvancedthroughthestrategiesandpracticesofhumanrightsCSOs,a nd howtheseorganizations have changedsignificantly inrecent years,
8. Discussmajorcontextual factorscurrentlyfacinghumanrightsCSOs,
9. Give examples of many of the major ethical issues that confront human rights CSOs, especially thosethatarisewhenworkingwithgovernments and marginalizedcommunities,
10. Describesomeof theleading critiquesofCSOsin theirefforts toadvance humanrights andsuggestpromisingstrategies of addressing thesecritiques
11. Identify the range of leadership and management skills needed to manage and even increase a CSO'sefficiency and effectiveness, including: strategic planning, procuring and managing funding forCSOs,working with Boards ofDirectors, and assuringaccountability.
12. Deploy planning and analytical skills gained from reviewing a number of case studies of CSOs infutureworkwith human rights CSOs.

Studentstandardscanbefoundhere:

https://academicaffairs.arizona.edu/syllabus-policies

CourseTechnology

You willneed to knowhow to work with theUA'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,andtechsupportlinks.Also,pleaseregisterontheGHRDwebplatformatwww.globalhumanrightsdirect.com.IftherearANYproblemsorquestionsabouttheselinks,contactmeor

Mette Brogden, the Program Manager for the Human Rights Practice program and we will work with you tosort theseissues out.

CourseStructure

Readings, Lectures and Discussions: Each week's content is available through D2L, which will provideaccesstothereadings,lecturesandopportunitiesfordiscussion.Thelectureswillalsoberecordedsothatyoumaywatch or reviewatwill.

Assignments and Projects:– You will submit your completed assignments to the D2L through theAssignmentssection on the site.
Assignmentnumbersarenoted foreachweekandarelistedon theD2Lsite.

CommunicatingwiththeCourseFacilitator

IamavailablethroughmyUAemail,Zoom,orSkypeifyouneedtotalk(butbesttonotifymethatyoudesiretodoso). Ifseveralstudentswanttomeetatthesametimeaboutsimilartopics,I'llsetupavideoconferencingroomon Zoom and wecan then movethereandmeet viaaudioor video.

InitialandOngoingRequirements:

1. STUDENTSAREREQUIREDTOHAVEACCESSTOD2L.
2. STUDENTSAREREQUIREDTOREGISTER ONWWW.GLOBALHUMANRIGHTSDIRECT.C OM
3. STUDENTSAREEXPECTEDTOCHECKTHEIRUNIVERSITYOFARIZONAEMAILACC OUNTSALMOST EVERY DAY.

StudentOutputs:

AssignmentsandProjects:–
SubmityourcompletedassignmentstotheD2LthroughtheAssignmentssectiononthesite.Assignmentnumbersarenotedforeachweekandarelistedon theD2Lsite.

NOTE:Groupassignmentsubmissionsallowsfor ONEgroupmembertosubmitonbehalfoftheentiregroup!

Whensubmittingrequiredworkforthecourse(suchasinadiscussionVT)pleasealsosubmitthework(ormakeastatementthatyousubmittedsuchwork)withintherelevantAssignmentnumberintheD2L.Failureto do so will result in a lossof points so pleasedo not forget.

AsMAstudents,pleaseremembertosubmityourworkinatimelyfashionasIdesireyoutoreceivefullcreditfor the hard workyou put in.

- Studentsareexpectedto:Viewlecturesand othercourseinputs;
- Completeassignedreadings;
- Participateindiscussions/VoiceThreads(VT);
- Attendguestlectures(whencan)**AND**respondtosaidlecturesthroughVoiceThread (VT)discussions (asexplained below).

(20%of CourseGrade)

WewilluseVoiceThreads(**hereinafter:VT**)forintroducingourinterestsandourselves,forsomeoftheassignments, and then following EACH guest lecture(asexplained below).

Howtoparticipatein discussions: Studentsareexpectedtoparticipateinteractivelyin discussionswiththeguestlecturers**AND**with otherfellow student groups.

Aproductiveapproachinbecomingpartofadiscussionistofirstappreciatewhatitisthattheauthororspeakeristrying toaccomplish withtheir workbeforetaking acritical lookat thematerialofferedand:

- Suggestadditionalconsiderations,
- Askquestionsof theargumentsfrom yourexperienceand perspectives,and/or
- Suggesthowthematerialcanbeinsertedintolargerconversations/actionstakingplaceintheworldar ound the topic.

Youshouldalsofeelfreetoaskquestionsiftherearepartsofthepresentation/commentarythatyoudonotunderstand.

These course expectations will help you and others to learn and contribute to discussions constructively, avery important skill to develop in working on teams and coalitions to advance human rights.Skillfully done,yourcontributionstodiscussionssupporttheperson(s)presentingintheirfuturework,andlaythegroundworkfo rdevelopingyournetworkofsupportersandcolleagues.Ittakespracticetoofferconstructivefeedbackinawaythat can beheard by the presenter and therestofateam orcoalition.

ASSIGNMENTPROJECTS

Introductory VT- so we can get to know one another, and start to create groups (of 2-3 students) – seekingout individuals with like-minded (or not like-minded!) interests. Title: Introductory VT (please SUBMITwithinthe VT Ihavecreated!).

PLEASE reach out to your fellow students to create a group after watching the VT submissions and – ***IMPORTANT***-
NOTIFYMEthatyouhavemadeasubmissionANDwhoisinyourgroupWITHINtheD2LAssignment section(Assignment 1).

Rubric: Getting to know one another and forming groups with people YOU would like to get to know evenfurther!PLEASE do letmeknowwho is inyour groupin theAssignments section ofthe D2L.

Guest lectures and attendance/VT – after every guest lecture, there will be a VT set up under the name ofthe guest lecturer where I expect you all to comment and raise 2 questions for the guest lecturer. Theseassignments are noted throughout the syllabus and you all ALSO must enter your submission into the D2LAssignmentssection (individually please).

Further, I will be **assigning** a different group each time to "attend" the guest lecture and serve as the thankyouwritertotheguestlecturer.Preferably,theentiregroupbutatLEAST1membershouldattendforthe

actualguestlecture.Thegroupmembersalsowillcommunicatewiththeguestlecturebycomposingaproperthank you letter to the guest AFTER the group has collated student questions that have been entered onto theVT. The student questions are to be placed into a coherent whole (***NOT***cutting and pasting, but editing andmakingsenseof thequestions raised) andthen providing student comments that weremade.

ProjectI-GROUPS

DueattheendsofWeek2(5%)andWeek6(30%)(DatesprovidedinAssignmentsectionofD2L)andthe post-submission assessment ofthe OTHER Groups'works-Week7 (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 useinformation from the course in examining and comparing the structure of different CSOs, and alsoincorporatesomeofthecritiquesregardingCSOsthatwewillbeexaminginthecourse.Theprojectis a means to practically apply information you have learned as an avenue to then further apply theseskillswhen you arein the"real" world.

Thekeyistothink abouthowtheCSOsthatyouchosetoexaminearestructuredandarranged(Week2),aswellasinjectrelevantis suesorcritiques(Week6,andwhenengagingtheothergroupsinWeek7)that you might seemanifesting in theorganizations under scrutiny.

While you might engage in an interview to acquire information about the organizations, you also canmakecontactbyemailandofcourseusetheinternettodetermineaspectsabouttheorganizationsunderrevi ew. The comparative nature of this project allows you to look at a large versus small organizationforexample,comparetwosimilarorganizations,orchoosevastlydifferentorganizationstodete rminehow they operate, what differs for each and why, and also to highlight issues and aspects that meritimprovement.

Iexpectyouto emergewithapropercasestudyoftheorganizations,specificallyprovidingasummaryoftheorganizationsunderrevi ew,backgroundabouttheircreationandreasonforemerging,-andinthesecondpart

- determining whether they were actually successful and why or why not, providing an overview of theirmanagementandframeworkaswellaspotentialcritiques,thinkingabouttheirmeansofsubsistenceandwhatcan be improved, and also providing a critique of their operations with a view towards proposing avenues forimprovement and potential growth areas. I expect a complete report - that can include prior work as well asnew insights and critiques. As such, I am looking for an end project of 10-15 pages or a proper PowerPointthatwalks theviewer through the analysis.

Inthespiritanddesireto engageoneanother,Iwillhavegroupssharewitheachothertheirworkwithaviewtowards commenting on each other's work, providing critiques and insights about the project that you arereading.ThiswillbedonethroughtheVTs– watchingtheVTsofalltheothergroupsandprovidinginsights,critiques,and analyses!

ProjectII – INDIVIDUAL:Understanding Structure(10% of Course

Grade)DueendofWeek3 (Datesprovidedin Assignmentsection ofD2L)

A. Gotohttps://humanrightsconnected.org/search-activist-toolkit/

andchoose**TWO** differentarticles orfilms toaddress inyourassignmentpaper.
ONEOFTHEMMUSTBEATOOLKITORGUIDANCEPAMPHLETOFFEREDONTHEWEBSITE.

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/

ORB.2.:onemeasured country from: https://rightstracker.org/en

OR

B.2. :anitemfromthisNGO-https://solidarity2020andbeyond.org/resources-publications-archive-new/

Your assignment paper will critically assess the materials or information being offered in the toolkitor other form of article or film. The notion here is to have you start reading external materials andknowhowto siftthrough themto achieveinformation andcritically assesswhat youare reading.
Consider the tools or skills being offered in the film or article that you chose, and assess how thesemightactuallyassistanorganization,and(mostimportantly)why?Further,thinkcarefullyaboutwhatelse is needed or not needed as the case may be, and what you can contribute as a result of what youhavelearned thus far in thecourse.

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

Iam lookingforanywherefrom 4-6pages (in total)ofoverviewandanalysis.

ProjectIII -GROUPS: Funding strategy(10%ofCourseGrade)

DueendofWeek4(Datesprovidedin AssignmentsectionofD2L)

Pleaseuse:
PIVOT https://rgw.arizona.edu/development/funding-opportunities/search-databases-and-useful-funding-sources/cos-pivot
and/orthe
Foundations Directory Online
Professionalhttps://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 orNGOsthatarethe focusof**Project I**.toidentifyatleast**TWO**(2)sources forfundraisingthat arerelevantandrelateto theCSOsorNGOs that arethefocus of**Project I**.
Indicate **HOW** you would approach the sources and **WHY** you think they would be interested infundingthe CSOsorNGOsyou areinvestigating.Pleasealsothink aboutthe means forimprovingfunding for the organizations under examination, and whether you can propose additional avenuesforfunding that wouldbetter servetheendsdesired by theorganizations under review.
YouMAYincludecertain aspectsofthefundingsourceinto yourfinalProjectIsubmissioninWeek7!

RUBRIC: In your project, you should identify the organizations that you intend to assist, theircurrent source of funding and potential avenues for improvement. Then delineate the course offundingthatyou haveidentified withinthe databases,includingwhat isneeded tobe donetoachievea successful application. It is important that you note how you would go about seeking furtherfunding,includingaswell thedifferentrequirements fromthefunding sourcesyouhaveidentified. I will evaluate your work based on the clarity of your proposal that demonstrates an understanding ofthe targeted organizations, the targeted funding sources, and the means for using the availabledatabasesto acquireproper and relevant/applicableinformation.
Anoutputof2-4pagesshouldsuffice.

ProjectIV – INDIVIDUAL: Analysis Paper (10% of Course

Grade)DueattheendofWeek5(Datesprovided in

AssignmentsectionofD2L)

Goto:
https://www.openglobalrights.org/funding-for-human-rights/
AND/ORto:
https://nonprofitaf.com/
andchoose**THREE**articlesOR**TWOarticlesandONEVideo**(fromopenglobalrights)thatcaptureyouinterest.
You are to critically assess the analysis offered by the authors in the articles you have chosen. Whatare they saying (their arguments) about funding for human rights, and how persuasive do you assesstheir arguments to be and why? How might their opinions or critiques differ in your region or as aresult of your own experiences or observations? How might human rights funding be improved, ifpossible,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 theargumentsorcontentionsbeingoffered,andfollowthatupwithyourownformofanalysisorcritique,where possible.Usingskillsandinformationacquiredinthecoursewillfurtherassistyouinengagingintheanalysis of thearticles.

RUBRIC:
Your analysis should provide an overview of each article, including the key arguments that are beingmade. You should then offer an analytical critique of the article, focusing on why you feel that theargumentsbeingofferedmightbeincorrect,andproposeadifferentformofanalysisthatpotentially

resultsinadifferentconclusionoroutcometotheonebeingofferedbytheauthorofthearticlesunderexamination.
I am looking for an overview of the articles as well as an analysis of the arguments being proposed.Providingyourowncritiqueandinputisimportanthere,and
Iwillbasetheevaluationpursuanttothedepthand quality of analysis that you offer.
Pleasedevote1-1.5pagesperarticleorvideothatisanalyzed.

Grades

Universitypolicyregardinggradesandgradingsystemsisavailableathttp://catalog.arizona.edu/policy/grades-and-grading-system

Yourgradewillbedeterminedas follows:

90points andabove	A
80-89	B
70-79	C
60-69	D
59andBelow	E

GradingGroupWork:

Someoftheprojectassignmentswillrequirestudentstoworkingroups.Wegradegroupassignmentsby first giving a grade to the completed work of the group.Students will then be asked to complete ashort survey form that outlines their contributions to the group's final product and evaluates eachmember of the group. We then examine the survey responses and look closely at the draft work of thegroup by looking at discussion boards, Google Docs, and any other material we have access to.Fromthis perception of each student's contribution to the group, we decide whether to adjust the "groupgrade"up or down whenawarding individual grades.

WeeklyCourseActivitiesandResponsibilities:

Eachweekwill becomprised ofthe followingcomponents:

- Readingsandalecturethat willfocusand elaborateon theweek'stopic.
- Aguestspeakerorfilm willdemonstrateadditionalpointsandrealworld applicationsoftheweek'stopic. As noted above, we will have VTs established for each guest lecturer where you all can offeryour thoughts (and queries) to be sent to the guest lecturer. A thank you note will then be compiledby2-3 students to besent directly to theguestlecturer for their response.
- Additionalassignmentsorinterimsubmissionstowardcompletionoflargeprojectsdueonaweeklybasis,as noted in thesyllabus.

The**COMPLETE weeklyschedule ofAssignmentsis listedin the D2L**

Further – the weekly schedule presented in this syllabus (below) also lists the Assignments that are requiredeachweek.

AttendanceandParticipation

Studentsareexpectedto“attend”allsessions – eitherliveorviarecordedvideofeed. ThisMUSTbedoneinatimelyfashionpursuanttothedatesprovidedintheonlineD2Lsystem.Studentswillhave a window of time in which to watch and react to class sessions. It is imperative to follow thecourseand thediscussions (along with the attendant assignments).

ReasonableAccommodations

The instructor will be happy to work with students who require reasonable accommodations fordisabilitiesorothercircumstances.

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, pleaselet me know immediately so that we can discuss options.You are also welcome to contact DisabilityResources(520-621-3268) to establish reasonableaccommodations.

WorkloadExpectations

At the University of Arizona, in a semester-long course for **undergraduates**—one that lasts 15weeks—studentsareexpectedtohaveatleast9hoursofworkloadeachweek.Sincethisisa7.5weekcourse at the graduate level, students are expected to have approximately 20 to 24 hours of workloadeach 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 yourworkload to average about 22 hours per week.If you find you are putting in more time than that,pleaseconsult theInstructor.

PART I: OVERVIEWOFCIVIL SOCIETYORGANIZATIONS(CSOS)

Week1:Introduction

WeeklyOverviewandObjectives:

This will serve as an introduction to the course and an inroad into understanding what exactly we are talkingabout when we reference human rights CSOs. What are CSOs and where did they come from? Why did theyarise at this juncture of human history and what do they mean for human rights practice? What can CSOsactually“do”tofurther human rightsand how mightwebegin tothink about effectiveCSOs?

Objectives:FollowingthisIntroduction,theparametersofthecoursewillbeclearer,youwillunderstandwhattolookforinyourprojectwork,andyouwillbegintoformdirectionsandfocusonyourprojectworkforthiscourse. Further,youwillhaveacquired thebasicframeworkfor understandingwhatweareexaminginthiscourse,especially the various organizations that exist and how they are designated. This will serve as the basis formovingforwardinthecourseitselfandforunderstandingfollow-ondiscussionsandanalysesofhumanrightsorganizations.

RequiredReading:

MaryKaldor, Chapter5*TheIdea ofGlobal CivilSociety*in HumanSecurity, PolityPress, 2007

CSOs and NGOs, notes on terminology:http://www.cn.undp.org/content/dam/china/docs/Publications/UNDP-CH03%20Annexes.pdf

SuggestedReadings:

AryehNeier,*TheInternationalHumanRightsMovement: AHistory* (Selections)

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

Azzam, Fateh. "WhyShouldWeHaveto"Represent"Anyone?"

Gaventa, J. 2003. Crossing the Great Divide: Building Links and Learning Between NGOs andCommunity-BasedOrganizationsintheNorthandSouth.*TheEarthscanReaderonNGOManagement*,pp. 256 – 271

Spar,D.L.andL.T.LaMure.2003.ThePowerofActivism:AssessingtheImpactofNGOsonGlobalBusiness. *California Management Review*, 45(3),78-102.
Fidler, David P. 2004Fighting Axis of Illness:HIV/AIDS, Human Rights, Foreign Policy, *HarvardHumanRights Journal*17:99-136

GuestSpeaker: Ram Bhandari,CommitteeforSocialJustice, NepalOctober 10@6.30 PST

WeeklyAssignments:

4. Enteryourintroductionandareasofinterestintotheweek'sVoiceThread(VT)sothatstudentscanfindlike-minded students withwhom they could partnerto completeProject I.
   Pleasenote inthe D2LAssignment sectionthat youhavesubmittedaVT.
   D2L Assignment 1
5. Choose a partner(s) [Preferably THREE students/group]for **Project I** and submit your studentnames**AND**titleof theproject/CSOs to beexamined.
   D2LAssignment 2
6. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up pointsyou desire to know about. What impression did the guest lecturer make and what information did youacquirefromtheguestlecturethatassistedyouinunderstandinghoworganizationsoperateandmoveforward their agendas?
   PleasenoteintheD2LAssignmentsection thatyou havesubmittedaVT.
   D2LAssignment 3.

Week2:The"Ecosystem"andClassificationofCSOsWee

klyOverviewand Objectives:

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

Objectives: By the end of the lecture, you should have greater insight and understanding of the CSO map, asit were. You will be able to identify the different organizations that exist and discern the pluses and minusesfortakingspecificdirectionswithdifferentCSOs.Further,youwillbegintounderstandthatthesedistinctions have implications for a CSO depending on what they seek to accomplish and the best means for achievingtheirgoals.

Requiredreadings:
Youcan**EITHER:**
1. ChooseTWO articlesfromthe following linkfile:///Users/hammer/Downloads/Technology%20for%20Change. pdf -notedas TechnologyforChangeintheWeek 2module aswell (incaselinkfails)
andconsider/critiquewhatisbeingasserted(doyouagree?Whyorwhynot?Doyouhavealternativeideas?)
OR
2. ReadthefollowingtwoarticlesandconsiderwhateachissayingaboutCSOs–aretheyreallythatdifferentintheir approaches?
RODRÍGUEZ-GARAVITO*TRUMP'SVICTORYCOULDPUSHTHEHUMANRIGHTSMOVEMENTTOTRANSFORM*(2016)
STEPHENHOPGOOD*ITBEGINS ANDENDSWITH POWER*(2013)

Suggestedreadings:

- Hewlett'santi-povertyprogramsintheSFBayareahttps://hewlett.org/strategy/propelnext/
- Evaluation101forHumanRightsOrganizations:Howdoweknowifwearemakingadifference? **https://www.aaas.org/evaluation101**
- Uttam Uprety *(Shrinking) Civic Space in Nepal: Concerns Among Indigenous People'sOrganizations*47 Forum for Development Studies 243 (2020)file:///Users/hammer/Downloads/Shrinking%20Civic%20Space%20in%20Nepal%20Concerns%20Among%20Indigenous%20People%20s%20Organizations.pdf

GuestSpeaker: JudithStephens,Intl.JusticeMissions,GhanaOct.287:00PST

WeeklyAssignments

3. For **Project I**, please submit a summary overview of the organizations you intend to analyze, thepersonorpeopleyou intend tointerview(ifatall),and whatyou perceive tobethe typeor form ofNGOsthat you intend to examine.
   D2LAssignment 4.
4. Submit your thoughts to this week's VT about the guest lecture, including queries or follow up pointsyou desire to know about. What impression did the guest lecturer make and what information did
   youacquirefromtheguestlecturethatassistedyouinunderstandinghoworganizationsoperateandmoveforward their agendas?
   Pleasenote intheD2LAssignmentsection thatyou havesubmittedaVT.
   D2LAssignment 5.

PART II:STARTINGANDSUSTAININGA CSO

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

A stable CSO is built with a clear vision, effective structure, and stable long-term plans that incorporate thecapacity to evolve in the face of changing information and contexts. Maintaining a solid visionary plan notonly translates to more effective work and human rights protection, but also allows for better fundraising andclearer path to potential donors. Managing and governing a CSO involves upholding the focus and directionoftheorganization,building its capacity,and maintaining aviable and functioninginfrastructure.

Objectives:
This week helps build our understanding of the range of leadership and management skills needed to manageand even increase a CSO's efficiency and effectiveness, including: strategic planning, operations, workingwithBoards ofDirectors,and assuring accountability.

RequiredReadings:

- Lewis, D. 2007. "Advocacy and Service Delivery: Managing the Main NGO Activities" in *TheManagementof Non-governmentalDevelopmentOrganizations,Second Edition*
- Berliner, Peter; Line Natascha Larsen; and Elena de Casas Soberon. 2012. Case study:promotingcommunity 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*.NewYork:Springer Scienceand Business Media, pp.387-397.

Suggestedreadings:

- Merry,SallyEngle.2011.Measuringthe world:Indicators,humanrights,andglobalgovernance. *CurrentAnthropology*52 (supplement 3):s83-s95.
- Kilby, Patrick. "Accountability for Empowerment: Dilemmas Facing Non-GovernmentalOrganizations." World Development. Vol.34, No.6,2006: 951-963.
- Mordaunt,Jill."TheEmperor'sNewClothes:WhyBoardsandManagers FindAccountabilityRelationshipsDifficult."PublicPolicyandAdministration. Vol.21,No.3,2006: 120-134.
- Lewis, D. 2007. NGOs and the Management of Relationships in *The Management of Non-*

GovernmentalDevelopment Organizations, Second Edition,

- Edwards,M.(2002). "NGOPerformance: What BreedsSuccess?NewEvidencefromSouthAsia"In M.EdwardsandA. Fowler(Eds.), *TheEarthscanReaderonNGOManagement*London:Earthscan.

Guestspeaker: HowardZiegler,VitamoinsNov.38.00PST

WeeklyAssignments:

1. Pleasecomplete**ProjectII**. **D2LAssignment6**.

A. Gotohttps://humanrightsconnected.org/search-activist-toolkit/

andchoose**TWO**different articlesorfilmsto addressin yourassignment paper. **ONE**OFTHEMMUSTBEATOOLKITORGUIDANCEPAMPHLETOFFEREDONTHEWEBSITE.

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 fromhttps://humanrightsconnected.org/search-activist-toolkit/

ORB.2.:onemeasured country from: https://rightstracker.org/en

Your assignment paper will critically assess the materials or information being offered in the toolkitor other form of article or film. The notion here is to have you start reading external materials andknowhowtosift through themto achieveinformationand critically assesswhat youarereading.
Consider the tools or skills being offered in the film or article that you chose, and assess how thesemightactuallyassistanorganization,and(mostimportantly)why?Further,thinkcarefullyaboutwhatel se is needed or not needed as the case may be, and what you can contribute as a result of what youhavelearned thus far in thecourse.

RUBRIC:
Your project should include a summary of the article or film, an overview of what the film or articleis providing an organization, and a critique of what is potentially missing, is outdated or incorrect, orcanbeadded, to better assist an organization.
Iam lookingforanywherefrom 4-6pages (in total)ofoverviewandanalysis.

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

Pleasenote inthe D2L Assignmentsection thatyou havesubmittedaVT.**D2L Assignment 7.**

Week4 : Fundingandbusinessmodels

Overview:
Wewillexaminefundingavenues,managementskillstoutilizefundseffectively,andtheimportanceofenduringfor adequatefund management tobest achievethe goals of theorganization.

Objectives:
The goal here is to be able to access funds and utilize them correctly. You will acquire such skills at the endofthelecture,especiallyafterworkingontheassignmenttoidentifyfundingsourcesrelevanttoyourcauseorgoals.

RequiredReadings:

UA–PIVOTandtheUAFoundationDirectoryOnlineProfessional
Pleaseuse:
PIVOT https://rgw.arizona.edu/development/funding-opportunities/search-databases-and-useful-funding-sources/cos-pivot
and/orthe
Foundations Directory Online
Professionalhttps://libguides.library.arizona.edu/az.php?a=f
Surfovertothesesitesand becomefamiliar/comfortableinusingthem

Lawrence,S.,andC.Dobson(2013)AdvancingHumanRights:TheStateofGlobalFoundationGran t making, International HumanRights Funders Group
AWID "Watering the Leaves, Starving the Roots" Available at:http://www.awid.org/Library/WTL-Full-Report-Final

SuggestedReading:
StanfordReview:10 business modelsforNGOs
"Money–Budgeting,Accounting,Fundraising"fromHowtoBuildaGoodSmallNGO:in6Modules
"BuildingSustainability"fromHowtoBuildaGoodSmallNGO:in6Modules

WORTHCHECKINGOUT:https://www.globalgiving.org/accelerator/

GuestSpeaker: Onlinetutorialonfundraisingfrom ElizabethStahmerofthe UA –Pleasego totheContentSectionofthe D2L/ Week 4 and watch the explanatory video.

WeeklyAssignments:
Pleasecomplete**Project III.D2L Assignment8.**
Pleaseuse:
PIVOT https://rgw.arizona.edu/development/funding-opportunities/search-databases-and-useful-funding-sources/cos-pivot
and/orthe

Foundations Directory Online
Professionalhttps://libguides.library.arizona.edu/az.php?a=f
toidentifyatleast**TWO**(2)sourcesforfundraisingthat arerelevant andrelateto theCSOs orNGOsthatarethefocus of**Project I**.
Indicate **HOW** you would approach the sources and **WHY** you think they would be interested infundingtheCSOsorNGOsyou areinvestigating.Pleasealsothink aboutthemeans forimprovingfunding for the organizations under examination, and whether you can propose additional avenuesforfunding that wouldbetter servetheendsdesired by the organizationsunderreview.
YouMAYincludecertainaspectsof the fundingsourceintoyourfinal ProjectIsubmissioninWeek7!

RUBRIC: In your project, you should identify the organizations that you intend to assist, theircurrent source of funding and potential avenues for improvement. Then delineate the course offunding that you have identified within the databases, including what is needed to be done to achievea successful application. It is important that you note how you would go about seeking furtherfunding,includingas wellthedifferentrequirementsfrom thefundingsources youhaveidentified. I will evaluate your work based on the clarity of your proposal that demonstrates an understanding ofthe targeted organizations, the targeted funding sources, and the means for using the availabledatabasesto acquireproper and relevant/applicableinformation.
Anoutputof2-4pagesshouldsuffice.

PART III CritiquesandChallengestoCSOs

Week 5 : Power, Ethics and

Corruption.WeeklyOverviewand

Objectives:

Maintaining integrity involves not just internal financial responsibility but also acting in an ethical mannerpursuant 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 withininternational organizations. How might one deal with corruption when conducting activities with or beforegovernmentalauthoritiesorotherorganizationswithinternalproblemsorcorruptedinfrastructure?Howmigh tonemaintain ethicalstandards inamannerthat does notcompromisetheorganizations focusand goals?
Objectives:
You will acquire insight and understanding of the issues involved with corruption and the importance (andinternalandexternalbenefits)inmaintainingethicalstandardswithinanorganization.Further,itisimperativetha tyouachieveanunderstandingofhowtoapproachcorruptionandadequatelyaddressitasaviablehumanrightsorganiz ation.

RequiredReadings:

- 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,"OpeningstatementbyNaviPillay(HighCommissionerforHumanRights),Panelon"TheNegative Impact of Corruption on HumanRights" (Mar. 13,2013)

SuggestedReadings:

- Vogler, Pia. "Into the Jungle of Bureaucracy: Negotiating Access to Camps at the Thai-BurmaBorder"*RefugeeSurveyQuarterly* 26 (3): 51-60,2007.

- O'Carroll, Lisa. "Sierra Leone Investigates Alleged Misuse of Emergency Ebola Funds," TheGuardian (Feb. 17, 2015), http://www.theguardian.com/world/2015/feb/17/sierra-leoneinvestigates-alleged-misuse-of-emergency-ebola-funds.

GuestSpeaker: EdrisAribofTransparencyInternational (Kabul)November18AM

WeeklyAssignments:

1. Pleasecomplete**ProjectIV. D2LAssignment9.**
Goto:
https://www.openglobalrights.org/funding-for-human-rights/
AND/ORto:
https://nonprofitaf.com/
andchoose**THREE**articlesOR**TWOarticlesandONEVideo**(fromopenglobalrights)thatcaptureyouinterest.
You are to critically assess the analysis offered by the authors in the articles you have chosen. Whatare they saying (their arguments) about funding for human rights, and how persuasive do you assesstheir arguments to be and why? How might their opinions or critiques differ in your region or as aresult of your own experiences or observations? How might human rights funding be improved, ifpossible, and what insights can you offer in that regard? The notion here is that you can adequatelysummarize an article or idea, capture the essence of the arguments or contentions being offered,
andfollowthatupwithyourownformofanalysisorcritique,wherepossible.Usingskillsandinformationacquiredin thecoursewill furtherassistyou in engagingin the analysisofthe articles.
Pleasedevote1-1.5pagesperarticle orvideothatisanalyzed.

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow uppoints you desire to know about. What impression did the guest lecturer make and what informationdid you acquire from the guest lecture that assisted you in understanding how organizations operateand move forward their agendas? Please note in the D2L Assignment section that you have submittedaVT.**D2LAssignment10.**

Week 6 : Critiques and Backlash against

CSOsOverview:
CSOshaveengagedinactivitiestomovehumanrightsforwardandhaverealizedsignificantaccomplishments,but like any organization or collective, they are beset by issues and problems that are important to recognize.Indeed,whenconsideringworkinthisarea,itisessentialtobeawareofwhatishappeningwithinandaround anorganizationto createabetterandmoreeffectivevisionandframework

ofoperation.Wewillconsiderthedifferencesandsimilaritiesbetweenan UN-runoffice(anIGO)andCSOsthatyouknow,withthehelpofour

guestspeakers for thisweek..Howmighttheseaffectthe developmentandprotectionofhumanrights? Howdothesedifferences affect theoverall operation of theorganization?

Objectives:
This week will help you to start thinking critically about CSOs. You should be able to identify the centralproblems as well as be alert to potential issues within a CSO as you begin to read about an organization andits goals.

RequiredReadings:

Srinivas,Nidhi."AgainstNGOs?ACriticalPerspectiveonNongovernmentalAction."*NonprofitandVoluntarySector Quarterly*. Vol. 38, No. 4, 2009, 614-626.

Chahim,DeanandAseemPrakash,"NGOization,ForeignFunding,andtheNicaraguanCivilSociety" *Voluntas,*2013.

Recentreport (2019) ontransparency andaccountability:https://www.usip.org/sites/default/files/2019-09/pw_151-donor_assistance_in_the_transparency_and_accountability_movement-pw.pdf

RecommendedReadings:

Jenkins,GarryW."NongovernmentalOrganizationsandtheForcesAgainstThem:LessonsontheAnti-NGOMovement"*Brooklyn Journal of International Law*, 2013.

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

"TheRight'sHostilitytoNGOsGlimpsedinAmnestyFlap"(June6,2005)

Guestspeaker: Compoare,Burkino FasoNovember23AM

WeeklyAssignments:

1. Please create a VT with the title of your Group (Group number and members therein) and present theorganizations under examination and what you have found. This is a completion of **Project I**that is to bedone by incorporating some of the relevant critiques we discussed in the past two lectures that you might seemanifesting in the organization(s) under scrutiny. I expect you to emerge with a proper case study of theorganizations, specifically providing a summary of the organizations under review, background about theircreationandreasonforemerging,-andinthesecondpart-determiningwhethertheywereactuallysuccessfulandwhyorwhynot,providinganoverviewoftheirmanagementandframeworkaswellaspotentialcritiques,thinking about their means of subsistence and what can be improved, and also providing a critique of theiroperationswith aviewtowards proposingavenuesforimprovementand potential growthareas.

RUBRIC:

Your group will emerge with a viable project report, with an understanding that you are completing apotentialreportfortheorganizationstolearnfromanddevelop.Theprojectdemandsacriticallookattheorganizationsand Ienvisionthatimportantandrelevantissueswillberaisedthatnotonlycritiquesthe organizations, but also provides means of support or assistance as well. These latter aspects willserve as a strong basis for our evaluation of the project, along with the demonstrated knowledge youhaveof theorganizations pursuant to yourresearch.

Iexpectacomplete report-thatcanincludepriorworkaswellasnewinsightsandcritiques.Assuch,I am looking for an end project of 10-15 pages or a proper PowerPoint that walks the viewer throughtheanalysis.

Pleaseupload theVTand also note you havedoneso in the D2L.**D2L Assignment11.**

2. Submit your thoughts to this week's VT about the guest lecture, including queries or follow uppoints you desire to know about. What impression did the guest lecturer make and what informationdid you acquire from the guest lecture that assisted you in understanding how organizations operateandmoveforwardtheiragendas?PleasenoteintheD2LAssignmentsectionthatyouhavesubmitteda VT.**D2L Assignment12.**

Week7:StudentDrivenMaterials

Inthespiritanddesireto engageoneanother,Iwillhavegroupssharewitheachothertheirworkwithaviewtowards commenting on each other's work, providing critiques and insights about the project that you arereading.ThiswillbedonethroughtheVTs– watchingtheVTsofalltheothergroupsandprovidinginsights,critiques,and analyses!
Objectives: The purpose of this last group work is to reconfigure our thoughts and information that yougleanedfromthecourseandprovideyouwithacontext.Wewillbeusingyourfinalprojectsasaspringboardfordiscernment andclarification, with aview towards refiningtheinformation youhaveacquired.

Guestspeaker: VenkateshNayakRDI,IndiaTBD

WeeklyAssignments:
Pleaseanalyzealltheothergroups'projectsbywatchingtheirVTsandprovidinganoverallassessmentofthegroup'sworkthatyouhaveread–thiscanbeadvice,differentapproaches, critiques,orfurtheranalysis.Youshould do this DIRECTLY in the VT but **note your group number and members** and **also provide a copyof the assessments in the D2L**. Specifically,what did you learn from the project? What advice or ideas canyoucontributetostrengthentheviabilityandpracticalapplicationoftheworkinquestion?Whatcanbeadded(ortakenaway)fromtheprojectand whatadditional avenuesmight betaken whenmoving forward?
Anassessmentof2-3paragraphs pergroup shoulddo it!
D2LAssignment 13 –NOTE – this is 15% ofyourgrade.

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 makeandwhatinformationdidyouacquirefromtheguestlecturethatassistedyouinunderstandinghoworganizations operate and move forward their agendas?Please note in the D2L Assignment section that youhavesubmitted

aVT.**D2L Assignment14.**

HRTS 510Advancing International Human Rights LawLeonardHammer

FullyOnline(7.5weekcourse)

DescriptionofCourse

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

InstructorContactInformation

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 aboutsimilar topics, I'll set up a videoconferencing room on Zoom and we can then move there and meet viaaudioor video.

CourseTechnology

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,andtechsupportlinks.Also,pleaseregisterontheGHRDwebplatformatwww.globalhumanrightsdirect.com.If there are ANY problems or questions about these links, contactme or Mette Brogden, the Program Manager for the Human Rights Practice program and we will workwithyou to sort theseissues out.

LearningOutcomes

Oncompletionofthe course,studentswill beable to:

1. Discussgeneralprinciples,sourcesandstructuresofinternationalhumanrightslaw;
2. Describethe roleof theUnited Nations, regionalsystems, states, andprivate actors, inthecontext ofinternational human rightslaw;
3. Locate,evaluate,andsynthesizeprimaryandsecondarysources inhumanrightslaw;
4. Compare and evaluatethemechanisms, proceduresand systems forhumanrightsmonitoringandenforcement;
5. Criticallyassesshumanrightsissuesandidentifyavenuesofredress;and
6. Improveresearchandadvocacyskills.

CourseActivities

Duringthis coursestudents will:

1. Becomefamiliarwith thefounding documents andmajor institutions ofhuman rightslaw.
2. Participate in,viewand discuss videoconference lectures from majorfiguresin humanrights law.
3. Complete short assignments such as searching for relevant human rights resourcesandengaging in an issuespottingexercise.
4. Participate in discussions on critical issues in humanrights law withcolleagues.
5. Write papersthat outline current humanrights problemsand presentadvocacy strategiesforeffectiveredress.
6. DialoguewithcolleaguesthroughVoiceThreadposts.

CourseStructure

Readings, Lectures and Discussions: Each week's content is available through D2L, which willprovide access to the readings, lectures and opportunities for discussion. The lectures will also berecordedso that you maywatch orreviewat will.

AssignmentsandProjects:–
SubmityourcompletedassignmentstotheD2LthroughtheAssignmentssectiononthesite.Assignmentnumbersarenotedforeachweekandarelistedon theD2Lsite.

NOTE:GroupassignmentsubmissionsallowsforONEgroupmembertosubmitonbehalfoftheentiregroup!

Whensubmittingrequiredworkforthecourse(suchasinadiscussionVT)pleasealsosubmitthework(ormakeastatementthatyousubmittedsuchwork)withintherelevantAssignmentnumberintheD2L.Failureto do so will result in a lossof points so pleasedo not forget.

AsMAstudents,pleaseremembertosubmityourworkinatimelyfashionasIdesireyoutoreceivefullcreditforthe hard workyou put in.

Studentsareexpectedto:

- Viewlectures andother courseinputs;
- Completeassignedreadings;
- Participateindiscussions/VoiceThreads(VT);
- Attendliveguestlectures (whencan)**AND**respondtosaidlecturesthroughVoiceThread (VT)discussions (asexplained below).

We will use Voice Threads (**hereinafter: VT**) for introducing our interests and ourselves, for some of theassignments,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.Iexpectyoualltoemergewithatleast2relevantquestionsthatcanbeusedasafollow-uptoourguests(whencommentingintheVT).Thethankyounotewriterswillcollatethequestionsforusandsendthemtotheguestlecturer (**all as explainedbelow**).

How to participate in discussions: Students are expected to participate interactively in discussions with theguestlecturers**AND**with otherfellow student groups.

A productive approach in becoming part of a discussion is to first appreciate what it is that the author orspeakeris tryingto accomplishwith theirwork beforetaking acritical lookat thematerial offeredand:

- Suggestadditionalconsiderations,
- Askquestionsof theargumentsfrom yourexperienceand perspectives,and/or
- Suggesthowthematerialcanbeinsertedintolargerconversations/actionstakingplaceintheworldaroundthe topic.

Youshouldalsofeelfreetoaskquestionsiftherearepartsofthepresentation/commentarythatyoudonotunderstand.

These course expectations will help you and others to learn and advance a topic/practice/"case" throughcontributingtodiscussionsconstructively,averyimportantskilltodevelopinworkingonteamsandcoalitionsto advance human rights.Skillfully done, your contributions to discussions support the person(s) presentingin their future work, and lay the groundwork for developing your network of supporters and colleagues. Ittakespracticetoofferconstructivefeedbackinawaythatcanbeheardby thepresenterandtherestofateamorcoalition.

ASSIGNMENTS:

Thereareanumberof"sets"ofassignmentsinthiscourse.Theyarealsonotedthroughoutthesyllabus.

IMPORTANT– for **ALL** assignments– youMUST also NOTEthat you(forindividualwork) or yourgrouphas made aVTsubmissionso that you can receiveagrade/marksfor yourwork.

IfthereisNOsubmissionbyyouorbyagroupmembertotheAssignmentssectionforeachVTsubmission(it needonly be onememberforgroupwork),Icannot enteragradeforthegroup work(!).

TheAssignmentbreakdownisroughlyasfollows:

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 (pleaseSUBMITwithin theVTI havecreated!).

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 D2LAssignment section**.

Rubric: Getting to know one another and forming groups with people YOU would like to get to knowevenfurther!PLEASE dolet me knowwho is inyourgroup intheAssignments sectionofthe D2L.

2. Guestlecturesandattendance/VT–aftereveryguestlecture,therewillbeaVTsetupunderthenameof the guest lecturer where I expect you all to comment and raise 2 questions for the guest lecturer.Theseassignmentsarenotedthroughoutthesyllabusandyouall ALSOmustenteryoursubmissionint otheD2L Assignments section (individually please).

Further, I will be **assigning** a different group each time to "attend" the guest lecture and serve as thethankyouwritertotheguestlecturer.Preferably,theentiregroupbutatLEAST1membershouldattendfor the actual guest lecture. The group members also will communicate with the guest lecture bycomposing a proper thank you letter to the guest AFTER the group has collated student questions thathave 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 studentcommentsthat weremade.

Groupwork:

3. a. The first group assignment will be creating a summary VT of around 10 minutes (+, -) that willexplain a particular international or regional body to the rest of the students. I WILL ASSIGN EACHGROUP WITH A DIFFERENT TOPIC TO BE ANLAYZED. The idea here is that your group will"explain"theroleofaparticularbodyinamannerthatassiststherestofustounderstandyourassignedtopic.P leaseLABELyourVTwiththeTOPICyouareexaminingandyourgroupnamesandafterwardenterthe submission into the Assignments section ofthe 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 asummationofonegeneralcommentandonedecision);CESCundertheICESCR(includeasummationof one general comment and one decision);CAT under the Convention Against Torture (include asummation of a decision); CERD under CERD (include a summation of a decision); the ECHR court(includeasummationofonedecision);TheAfricanCommissiononHumanRights(includeasummation of one decision); ECOWAS (include a summation of one decision); the UN Human RightsCouncil(includeananalysisofaresolution);NationalHumanRightsCommissions(atleast2statesandi

ncludescopeof their work);

Rubric: The idea here is to explain your assigned topic providing an overview of what the institutionactually "does"/its functions, the pluses and minuses (or successes and failures if you prefer) of theinstitutionbeingexamined,andinsightsinto howtheparticularbodymightadvancehumanrightslaw.

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 toplaceresponse to the queries on theVTas well.

RUBRIC: When observing other presentations – think about the effectiveness of the institutions underexamination for actually upholding human rights law (and yes – you CAN compare it to the work thatyou 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 youallto become world experts,…yet!).

4. Thenextgroupprojectistochooseahumanrightsissueofinterest,andcontemplatehowbesttoraisethis issue as a legal challenge or as an avenue for legal enforcement and why – using one of the bodiesororganizationsthatwereanalyzedintheVTbyyourfellowstudents.Iexpectyoutochooseabodyororga nization that is **DIFFERENT** than the one your group analyzed. Please LABEL your VT with theissueyou areraisingandthe names within your group.

RUBRIC: The VT should range from 5-10 minutes, explaining the issue, why you chose a particularavenue for enforcement, and the expected outcome. The idea here is to allow you all to begin tocontemplatethevariouswaysinwhichparticularissuesthatmightbeimportanttoyouorofinterestcanactuall yberaisedandprotectedas"law"withininternationalandregional(ornational,ifrelevant)fora.

5. a. The final group project will be to take one of the specific topics that we will be examining at theend of this semester (there are three choices – torture/ corporate social responsibility/ or humanitarianlaw and human rights) find an organization working on the particular issue that interests you,
considerhowandwhethertheorganizationisengaginghumanrightslaw(ifatall!),andanalyzetheirapproaches and methods of the organization. Please upload a VT with your analysis, using the name of the topicbeing analyzed, and the name of people within your group. You also must make an entry to theAssignmentssection ofthe D2L.

RUBRIC: HOW is the organization under examination using the law for the specific topic you havechosen, and what can you suggest as alternative or better approaches (if at all). Do you consent to theirapproach?Why/why not?Inaddition, pleasedelineatewhy you havecometo thatconclusion.

5. b. Each group is expected to view and raise a question to **EACH OTHER** group (within the VT that hasbeen uploaded) regarding their analysis of the topic and organization that was chosen. As these queries areraised,each group is to placeresponse to the queries ontheVTas well.

RUBRIC: When observing other presentations – think about the difficulties inherent in human rights lawenforcement and methods being suggested by your colleagues along with their critique. Do you agree? Arethere other effective avenues? Is the organization under examination effective? And, as before, you

CANcompareit totheworkthatyou havedoneifthat assistsyou tocreate aquestion.Pleasealsotry toanswer

thequestionsbeing raisedby theothergroups (withinreason–Iam NOTexpecting youallto becomeworldexperts,…yet!).

The**COMPLETEweeklyscheduleofAssignmentsis listedinthesyllabusANDtheAssignmentssectionoftheD2L**

Studentstandardscanbefoundhere:

https://academicaffairs.arizona.edu/syllabus-policies

Students are expected to "attend" all sessions – either live or via recorded video feed. This MUST bedone in a timely fashion pursuant to the dates provided in the online D2L system. Students will have awindow of time in which to watch and react to class sessions. It is imperative to follow the course andthediscussions along with the assignments.

RequiredReadings

Bookchapters,lawreviewarticles,andcasesaspostedonD2Landavailableontheinternet(linksprovided).

GradingScaleand Policies

Gradingscale:
90-100%A
80-89% B
70-79% C
60-69% D
59%orbelow E

GradingGroupWork:

Someoftheprojectassignmentswillrequirestudentstoworkingroups.Wegradegroupassignmentsby first giving a grade to the completed work of the group.Students will then be asked to complete ashort survey form that outlines their contributions to the group's final product and evaluates eachmember of the group. We then examine the survey responses and look closely at the draft work of thegroup by looking at discussion boards, Google Docs, and any other material we have access to.Fromthis perception of each student's contribution to the group, we decide whether to adjust the "groupgrade"up or down whenawarding individual grades.

WorkloadExpectations

AttheUniversityofArizona,inasemester-longcourse—onethatlasts15weeks—studentsareexpectedto have at least 9 hours of workload each week. Since this is a 7.5 week course, students are expected tohave at least 18 hours of workload each week. This is an online class with a mix of guest lectures, a fewlecturesbytheinstructor,readings,assignments,andgroupwork;allofwhichwillvaryeachweek.Thus,expectaworkload averageof about 22 hours perweek.

ReasonableAccommodations

The instructor will be happy to work with students who require reasonable accommodations fordisabilitiesorothercircumstances.

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, pleaselet me know immediately so that we can discuss options.You are also welcome to contact DisabilityResources(520-621-3268) to establish reasonableaccommodations.

SubjecttoChangeStatement

Information contained in the course syllabus, other than the grade and absence policy, may be subject tochangewith advancenotice, as deemed appropriateby the instructor.

Week1: Introduction

WeeklyObjectives: Introductionandoverviewtothecourse,goingoverresponsibilitiesandstructure,and touching on someintroductory concepts.

Readings:

What Are Human Rights Good For? MARK GOODALE 2018HTTP://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 toHumanDignity?."InternationalPoliticalScienceReview(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 whyyou have chosen to take the MA - so we can get to know one another, and start to create groups(of3 students),seeking out individualswith like-minded (ornot like-minded!)interests.

Title:IntroductoryVT(pleaseSUBMITyourinformationwithintheVTthatIhave created!).

PleasereachouttoyourfellowstudentstocreateagroupafterwatchingtheVTsubmissionsandNOTIFYMEthatyouhavemadeasubmissionANDwhoisinyourgroupWITHINtheD2LAssignment section. Assignment 1 due by January17(2 points).

Rubric: Getting to know one another and forming groups with people YOU would like togettoknowevenfurther!PLEASEdoletmeknowwhoisinyourgroupintheAssignmentssection ofthe D2L.

WeeksTwoand Three:TheUnitedNationsandInternationalHumanRightsTreaties

WeeklyObjectives: Thisweekwewillbegintoexaminetheinternationalsystemandthemannerinwhich human rights law can be upheld internationally.

Readings:

EmilieM.Hafner-BurtonandKiyoteruTsutsui,*JusticeLost!TheFailureofInternationalHumanRights 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 WorseNovember19,2018RobertHerman, *SeniorAdviserforPolicy*MichaelGallagher, *ProgramAssociate*https://freedomhouse.org/blog/new-members-un-human-rights-council-goes-bad-worse

USleavingUNHumanRightsCouncil--'acesspoolofpoliticalbias'LauraKoran,CNNJune20,2018https://www.cnn.com/2018/06/19/politics/haley-pompeo-human-rights-bias/index.html

SuggestedReading:

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 – OrganizationalStructure

UPR-infomainwebpage "Q&AonthemodalitiesoftheUPRprocess":https://www.upr-info.org/en/upr-process/what-is-it
Andnote:
http://opiniojuris.org/2020/06/24/the-universal-periodic-review-upr-and-its-role-in-enhancing-the-work-of-the-un-treaty-body-system/

Readthemainpageandbrowsethefollowingwebsites:UNhumanrightsbodies:

http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspxUNtreatybodies:http://tbinternet.ohchr.org/SitePages/Home.aspx

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

WatchOHCHR,TheHumanRightsTreatyBodySystem(39min):https://www.youtube.com/watch?v=JP0fB-_X0l8

GuestSpeaker:GL1-January24- KathryneBomberger, ICMP@9.00

Assignment 2: First group assignment - create a summary VT of around 10 minutes (+, -)thatwillexplainaparticularinternationalorregionalbodytotherestofthestudents.IWILLASSIG

NEACHGROUPWITHADIFFERENTTOPICTOBEANALYZED.Theidea

here is that your group will "explain" the role of a particular body in a manner that assiststhe rest of us to understand your assigned topic. Please LABEL your VT with the TOPICyou are examining and your group names and afterward enter the submission into theAssignmentssection ofthe D2L. **Assignment 2 duebyJanuary 30**(15 points)

Rubric: The idea here is to engage in a modicum of research that summates the assignedbody or organization that relates to human rights law. Think of how best to get across yourideastoyourfellowstudent,andhowto explain yourassignedtopicprovidinganoverviewof what the institution actually "does"/its functions, the pluses and minuses (or successesand failures if you prefer) of the institution being examined, and insights into how theparticularbody might advancehumanrights law.

Assignment3-gototheVTsetupunderthenameoftheguestlecturer-Iexpectyoualltocommentand raise 2 questions forthe guest lecturer.
Youall**ALSOmustenteryoursubmissionintotheD2LAssignmentssection(individuallyplease)**.
Iwillnotify whichGroupisresponsible for thisweeksguestlecturework.**Assignment3duebyJanuary30** (3 points)

WEEK4: RegionalSystems
WeeklyObjectives: Thisweekwewillbegintoexamineregionalsystemsandthemannerinwhichhuman rights lawcan beupheld regionally.

Reading:
Competition and Complementarity between Global and Regional Human Rights InstitutionsErikVoetenFebruary2017https://onlinelibrary.wiley.com/doi/full/10.1111/1758-5899.12395
Chapter4(pages100-140)ANIMMANENTCRITIQUEOFTHEAFRICANHUMANRIGHTSSYSTEM:THEORY,PRACTICE,ANDREFORMSByALLWELLRAPHAELUWAZURUIKE (2017) http://clok.uclan.ac.uk/20487/1/20487%20Uwazurike%20Allwell%20Final%20e-Thesis%20%28Master%20Copy%29.pdf

SuggestedReading:

CarolineBettinger-López,*TheInter-AmericanHumanRightsSystem:APrimer*,42CLEARINGHOUSEREV. 581-595(2009).

Elsa Stamatopoulou,"Monitoring culturalhumanrights:Theclaimsof cultureonhuman rightsandthe responseofcultural rights."*Human rightsquarterly*34, no.4 (2012):1170-1192.

GuestSpeaker:GL2-February1 - NawrasLayous,CARITAS@7.00

Assignment4-gototheVTsetupunderthenameoftheguestlecturer-Iexpectyoualltocommentand raise 2 questions forthe guest lecturer.
Youall**ALSOmustenteryoursubmissionintotheD2LAssignmentssection(individuallyplease)**. Iwillnotify whichGroupisresponsible for thisweeksguestlecturework.**Assignment4duebyFebruary6** (3 points)

Assignment 5 -Each group is expected to view and raise a question to **EACHOTHER**group(withintheVTthathasbeenuploadedforAssignment2).Asthesequeriesar eraised,each group is to place a response to the queries on the VT as well. **Assignment 5 is dueFebruary6** (20 points)

RUBRIC:Whenobservingotherpresentations–
thinkabouttheeffectivenessoftheinstitutionsunderexaminationforactuallyupholdinghumanri ghtslaw(andyes–
youCANcompareittotheworkthatyouhavedoneifthatassistsyoutocreateaquestionoranswer!). Please raise questions and of course, try to answer the questions being raised by the othergroups(withinreason–IamNOTexpectingyouall tobecomeworldexperts,…yet!).

Assignment 6 -The next group project is to choose a human rights issue of interest, andcontemplate how best to raise this issue as a legal challenge or as an avenue for legalenforcement and why – using one of the bodies or organizations that were analyzed in theVTbyyourfellowstudents.Iexpectyoutochooseabodyororganizationthatis**DIFFERENT**th antheoneyourgroupanalyzed.PleaseLABELyourVTwiththeissueyouare raising and the names within your group in the D2L Assignment 6 section. **Assignment6is dueFebruary 13** (10 points).

RUBRIC: The VT should range from 5-10 minutes, explaining the issue, why you chose aparticularavenuefor enforcement,andthe expectedoutcome.Theideahereis toallow youall to begin to contemplate the various ways in which particular issues that might beimportanttoyouorofinterestcanactuallyberaisedandprotectedas"law"withininternationalan d regional (ornational, ifrelevant)fora.

UpCloseLook atSome Human Rights

WEEKFive–Business andHuman Rights/Corporate SocialResponsibility(CSR)

WeeklyObjectives: Thisweekwewillbegintoexaminespecifichumanrightslegalissues,thinkingabo ut current issues and howhuman rights lawmight assist.

Reading:
NinaSeppala,"Businessandthe InternationalHumanRightsRegime:ComparisonofUN

Initiatives,"Journal ofBusiness Ethics,87 (2009): 401-417.
SOMO,"HowtousetheUNGuidingPrinciplesonBusinessandHumanRightsincompanyresearch andadvocacy"http://somo.nl/publications-en/Publication_3899;

Review: UN Global Compact; Norms on Transnational Corporations and Other BusinessEnterprises; the UN Guiding Principles on Business and Human Rights; and the OECDGuidelinesforMultinationalCorporations.

GuestSpeaker:GL3-February8-KatherineHughesFraitekh,Solidarity2020@17.00

Assignment7-goto theVTset up underthename oftheguest lecturer- Iexpect you alltocommentand raise 2 questions forthe guest lecturer.
Youall**ALSOmustenteryoursubmissionintotheD2LAssignmentssection(individuallyplease)**.
Iwillnotify whichGroupisresponsible for thisweeksguestlecturework.**Assignment7duebyFebruary13** (3 points)

WEEKSix-HumanRightsandHumanitarian Law

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

Reading:AccountabilityFatigue:AHumanRightsLawProblemforArmedForces?by Kenneth

WatkinNovember1,2018

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

GuestSpeaker:GL4-February15 - AtikaRaza, LawandPolicy,Pakistan @7.00

Assignment8-goto theVTset up underthename oftheguest lecturer- Iexpect you alltocommentand raise 2 questions forthe guest lecturer.
Youall**ALSOmustenteryoursubmissionintotheD2LAssignmentssection(individuallyplease)**.
Iwillnotify whichGroupisresponsible for thisweeksguestlecturework.**Assignment8duebyFebruary20** (3 points)

GuestSpeaker:GL5-February22 -ZhalaAzizova@ 7.00

Assignment9-goto theVTset up underthename oftheguest lecturer- Iexpect you alltocommentand raise 2 questions forthe guest lecturer.

You all **ALSO must enter your submission into the D2L Assignments section (individuallyplease)**.
I will notify which Group is responsible for this weeks guest lecture work. **Assignment 9 due byFebruary** (3points)

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 andwhetherthe organizationisengaginghumanrightslaw (ifatall!),andanalyze theirapproaches and methods of the organization. Please upload a VT with your analysis, usingthe name of the topic being analyzed, and the name of people within your group. You alsomust make an entry to the Assignments section of the D2L. **Assignment 10 is due byFebruary27** (15 points)

RUBRIC: HOW is the organization under examination using the law for the specific topicyouhavechosen,andwhatcanyousuggestasalternativeorbetterapproaches(ifatall).Doyou consent to their approach? Why/why not? In addition, please delineate why you havecometo that conclusion.

WEEKSEVEN–IssuesofTorture

WeeklyObjectives: Thisweekwewillbegintoexaminehowhumanrightslawmightundergochangesan d shifts in perception and application.

Reading:

Is the Prohibition against Torture, Cruel, Inhuman and Degrading Treatment Really 'Absolute'

inInternationalHuman Rights Law?A Reply to Graffinand Mavronicola

StevenGreerhttps://academic.oup.com/hrlr/article/18/2/297/4993952

***InterpretationoftheProhibitionofTorture:MakingSenseof'Dignity'Talk*ElaineWebsterApril201 6** https://link.springer.com/article/10.1007/s12142-016-0405-7

SuggestedReading:

DOSELF-REPORTINGREGIMESMATTER?EVIDENCEFROMTHECONVENTION AGAINSTTORTURE*CosetteD. Creamer&Beth A.Simmons

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

GuestSpeaker:TBD

Assignment 11 - go to the VT set up under the name of the guest lecturer - I expect you all tocommentand raise 2 questions forthe guest lecturer.
Youall**ALSOmustenteryoursubmissionintotheD2LAssignmentssection(individuallyplease)**.
IwillnotifywhichGroupisresponsibleforthisweeksguestlecturework.**Assignment11duebyTBD** (3points)

Assignment 12 -Each group is expected to view and raise a question to **EACH OTHER** group(withintheVTthathasbeen uploaded)regarding theiranalysis ofthetopicandorganizationthatwas chosen. As these queries are raised, each group is to place a response to the queries on theVTas well. **Assignment 12 is dueMarch 6**(20 points)

RUBRIC: When observing other presentations – think about the difficulties inherent in humanrights law enforcement and methods being suggested by your colleagues along with theircritique.Doyouagree? Arethereothereffective avenues? Istheorganizationunderexaminationeffective? And, as before, you CAN compare it to the work that you have done if that assists youto create a question. Pleasealso try to answer the questions being raised by the other groups(withinreason –Iam NOTexpecting you alltobecome world experts,…yet!).

HRTS505:HumanRightsVoices **3 0 0 3**

7Weeks,Fully Online
July5 toAugust 19, 2022,Summer II

BillSimmons	*Email:williamsimmons@email.arizona.edu*
OfficeHours:byappointment	*Cell: 480.388.0718*
Office:Social SciencesBuilding137A	*Website:www.williampaulsimmons.com*

CatalogDescription

Thiscourseintroducesstudentstothecriticalroleplayedbyfirst-persontestimonies,especiallyofmarginalizedpopulations,inhumanrightswork.Wewillconsiderhowtestimoniesareusedinavarietyofmediaincludingofficialreports,documentaries,andpublished works.And we will look at the strengths and potential pitfalls of using suchtestimonies.Keyquestionsinclude:Whereandhowcanhumanrightsstakeholders—especiallysurvivorsandthosemarginalizedinsocieties—belistenedtoandheard?Shouldhumanrightsregimestakeextraordinarymeasurestolistentothevoicesofthemarginalized?Whatdoesitmeantoundertakejusticeforthemarginalizedinsociety?

Willthevoicesofthemarginalizedbeco-optedbyexistingpowerstructures,thusrenderingthemeven moremarginalized?

IntroductoryQuotes

The Universal Declaration of Human Rights "is **the voice of millions of humanbeings**, victims of oppression, misery and ignorance, who aspire to live underconditions of greater justice, freedom and simple dignity" -- Rene Cassin, a keydrafterof theUDHR

Perhaps,thefirststepintheactivistjourneyofhypersolidarityisforhumanrightseducation activists **to learn from the victims of the perfidies of power ratherthantopresumetoeducatethem**inthestruggleforsurvivalandjustice.Humility before the victims of gross and flagrant violations of human rights, I believe, iscritically indispensable for the would-be human rights education communities ofthefuture Theproblemthenbecomesoneofhowmayweeducatethehuman rightseducators,ratherthanthepeoplewhomtheysoardentlywishtoserve?--- UpendraBaxi,Scholar, Attorney,andActivist,

Wewish toplead ourown cause.**Toolong haveothersspoken forus**.Too longhas the public been deceived by misrepresentations, in things which concern usdearly (*Freedom's Journal*, March 16, 1827).

Epistemologies of the South is in all likelihood the most compelling andpracticableframeworkforsocialtransformationtoemergeattheintersectionoftheGlobalNorthandtheGlobalSouth,theoryandpractice,andtheacademyandsociallifeinmanydecades.Itsreflexivityaboutitsownlocation,limitsandpotentialitiesisastrengthoftheframework.Toparaphraseitsauthor,itisaproposalthatconstructspassagesbetweentheNolongerandtheNotYetofcriticaltheoryifnotthoughtitself.Itdoesnotclaimtohavearrivedatanewlandofgeneraltheoriesand BigIdeas— infact,thisisexplicitlynotoneofitsgoals— yetatthesametimeitdarestooutlinetrajectoriesforthinkingotherwise,preciselybecauseitcarvesaspaceforitselfthatenablesthoughttore-engagewithlifeandattentivelywalkalongtheamazingdiversityofformsofknowledgeheldbythosewhoseexperiencescannolongerberenderedlegiblebyEurocentricknowledgeintheacademicmode,iftheyeverwere.TheEpistemologiesoftheSouthframeworkprovidesworkabletoolsforallthoseofuswhonolongerwanttobecomplicitwiththesilencingofpopularknowledgesandexperiencesbyEurocentricknowledge,sometimesperformedeveninthenameofallegedlycriticalandprogressivetheory.TheEpistemologiesoftheSouthmightalsobeusefultothosewhohavebeenatthereceivingendofthosecolonialistcategoriesthathavetransmogrifiedtheirexperiences,translatedthemintolacks,orsimplyrenderedthemutterlyillegibleandinvisible(Arturo Escobar 2015).

CourseDescription

Recently, human rights discourses have undergone a quiet revolution.After centuries ofhuman rights thinking being the near exclusive domain of elites such as philosophers andjurists;humanrightsadvocatesandscholarsarenowcloselypayingattentiontothevoicesof the victims, including the most marginalized.Some scholars and activists, like theinstructor, have even argued that the voices of the marginalized should be privileged, andthatthisisoneofthebestwaystodeconstructandreinvigorateourunderstandingofhumanrig hts as well as the institutions that have been set up to advance human rights.Othershave argued that it is impossible to truly listen to the voice of the Other, especially from aprivileged position, and that most attempts end up co-opting the voices of the Other andreinforcinghegemonicpower structuresthat aremeant tobedeconstructed.

Suchdebatesbegthefollowingquestionsthatwewilladdressinthiscourse.

1. Is it possible for the most marginalized human rights victims to be heard byhuman rights regimes (activists, tribunals, non-governmental organizations,governments,etc.)?
2. Will the voices of the marginalized be co-opted by existing power structures, thusrenderingthemeven moremarginalized?
3. Howarehegemonicknowledgestructuresdeveloped andsustained?
4. Is it possible for hegemonic human rights knowledge structures to bedeconstructedby thevoices of themost marginalized?
5. Whatdoes it taketochangedeeply held beliefs?

Throughout the semester we will critically analyze previous attempts at presenting theviewpointofthemarginalizedOtherandconsiderthebestwaystodosoinourglobalized,netw orked,and technologized, world.

Students should be generous in sharing their knowledge, research, and experiences withthe class and should be receptive to the theories, methods, and knowledge of othersincluding those presented in the readings and discussions. We are always open to yourideasand input!

CourseObjectivesandExpectedLearningOutcomes

Bythe end ofthesemester, it is expectedthat students will, *inter alia*:

1. Beexposedtoa widevarietyofvoices fromhumanrightsstakeholders.
2. Be introduced to several recent major cases and controversies related to humanrightsin the U.S. and globally.
3. Betterunderstandthevariouswaysthatactivistsattempttoadvancehuman rightsthroughsocial movements, litigation, and direct action.
4. Haveexaminedinsomedetailtherelationshipsbetweenthevoicesofmargi nalizedpersons andexistingsocial powerstructures.
5. Haveamorenuancedunderstandingofwhatitmeanstosolicitandheedthevoiceso f clients and others in otherfields.
6. Havebrainstormedandconceptualizedhowbesttogatherandpresentthe voicesofmarginalized human rights stakeholders.

7. Havebeenactivelyinvolvedindesigningandimplementingamajorhumanrightsprojec t that involves gathering and presenting the voices of human rightsstakeholders.
8. Develop a passion for understanding human rights from the perspectives of themarginalized.

CourseTechnology

YouwillneedtoknowhowtoworkwiththeUA'sclassroommanagementsystemorportal –D2L(https://d2l.arizona.edu).SeveralhelpfullinksareontheclassD2Lpage,includingtips on using D2L, netiquette, and tech support links.Also, please register on the GHRDweb platform atwww.globalhumanrightsdirect.arizona.eduIf there are ANY problems orquestionsabouttheselinks,byallmeanscontactmeandIwillwork withyoutosorttheseissues out.

CommunicatingwiththeCourseFacilitator

Iam availablethrough UA emailor Zoom (butbest to notifymethat youdesireto talk).

CourseRequirements

Group Projects (30 Points): This assignment aims to advance four interrelated humanrights projects: the Human Rights Conversations textbook, the Global Human RightsDirect website, scales to measure decolonial pedagogy and critical consciousness, and aremembranceprojectforSouthSudan.Detailsofeachofthese,includingtheircurrentstatus , will be provided during the first week of the semester. Groups will be expected toworkcloselywiththeInstructorontheseprojects–theyare"his"projectsafterall This shouldbeanongoingdialoguethroughoutthesemester.

ParticipationintheClassDiscourseandWeeklyProjects(70Points): Studentswillbeexpect ed to regularly participate on the class VoiceThread or discussion board. We willhave seven (7) discussions based upon the readings and films and each is worth ten (10)points.Atleasttwoofthesewillincludeproblem-basedassignmentsrelatedtotheweek'sthemes. As part of these VoiceThreads, small groups of students will take the lead witheach of the video guest lectures and will be responsible for soliciting questions from theother students, following up afterwards with the speaker with additional questions, andwritinga thank you note.

AttendanceandParticipation: Studentsareexpectedto"attend"allsessions–eitherliveor via recorded video feed. This MUST be done in a timely fashion pursuant to the datesprovidedintheonlineD2Lsystem.Studentswillhaveawindowoftimeinwhichtowatchand react to class sessions. It is imperative to follow the course and the discussions (alongwiththeattendant assignments).

WorkloadExpectations

At the University of Arizona, in a semester-long course for **undergraduates**—one thatlasts 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 expectedto have approximately 16 to 20 hours of workload each week. This is an online class witha mix of guest lectures, a video lectures on VoiceThread by the instructor, readings, shortassignments,andgroupwork;allofwhichwillvaryeachweek.Ifyoufindyouareputtinginmuch moretime than expected, please consult theinstructor.

Attendance

Attendance, preparation, and participation from all students are crucial for the success ofthis course.The UA's policy concerning Class Attendance and Administrative Drops isavailableat:http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

Allholidaysorspecialeventsobservedbyorganizedreligionswillbehonoredforstudentswho show affiliation with that religion. Absences pre-approved by the UA Dean ofStudents (or the Dean's designee) will be honored (e.g. athletes, debate team, militaryabsence,hospitalization, death in family).

Grades

See this link for university grade policies: http://catalog.arizona.edu/policy/grades-and-grading-system
Yourgradeforthis coursewill be determinedas follows:

90points andabove	A
80-89	B
70-79	C
60-69	D
59andBelow	E

ReasonableAccommodations

Theinstructorwillbehappytoworkwithstudentswhorequirereasonableaccommodationsfordisabilities orothercircumstances.

It is the University's (and the Instructor's) goal that learning experiences be as accessibleas possible.If you anticipate or experience physical or academic barriers based ondisability or pregnancy, please let me know immediately so that we can discuss options.YouarealsowelcometocontactDisabilityResources(520-621-3268)toestablishreasonableaccommodations.

OtherCoursePolicies

AppropriateConduct

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

For more information on appropriate and inappropriate student conduct, seehttp://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconducthttp://policy.web.arizona.edu/disruptive-behavior-instructionalhttp://policy.web.arizona.edu/threatening-behavior-students

NotificationofObjectionableMaterials

This course contains material that some students may find objectionable.If you believematerial to be covered will be objectionable, you should consult with the Instructors assoonas possibletodiscuss potential alternativematerials andassignments.

ConfidentialityofStudentRecords

AsrequiredbylawundertheFamilyEducationalRightsandPrivacyActof1974(FERPA),studentrecordsareconfidential.Thislawanditsapplicabilitytoyoureducational records may be accessed at:http://www.registrar.arizona.edu/ferpa/default.htm

ChangestotheSyllabus

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 theinstructor.

WARNING!

Cheating and plagiarism will not be tolerated. Plagiarism includes not only the exactduplication of an author's words but also an unacknowledged close paraphrase.When in doubt give a citation.SPECIAL NOTE:Be sure not to plagiarize whenpreparing case materials. Students should be especially careful when cutting andpasting material from cases, briefs, and other sources.Use quotation marks and/orcitationswhereappropriate.
Students are encouraged to share intellectual views and discuss freely the principles andapplications of course materials. However, graded work/exercises must be the product ofindependent effort unless otherwise instructed. Students are expected to adhere to the UACodeofAcademicIntegrityasdescribedintheUAGeneralCatalog.See:http://deanofstudents.arizona.edu/codeofacademicintegrity.

RequiredReadings

Required readings will be distributed / assigned as needed through D2L or can be foundthrough the UA library or on the Internet.Additional readings will be added to thefollowingiftheyaredeemedespeciallypertinent.Itisexpectedthatstudentswillfindmanyoft hecoursetopicsquitecompelling and willadditional reading on theirown.

1. Studentsshouldhaveaccessto D2L
2. StudentsshouldchecktheirUAemailaccountsalmosteveryday
3. Studentsshouldregisteronwww.globalhumanrightsdirect.arizona.edu

CourseOutlineandReadings

Module1

IntroductionsandtheVoiceoftheOtherJul

y5-12

Readings:

deSousaSantos,*TheEndoftheCognitiveEmpire:TheComingofAgeofEpist emologiesof theSouth*(UALibrary, Preface andIntroduction)
Simmons,"Introduction:Deconstruction,ConcreteUniversalisms,andHumanRights of the Other" in *Human Rights Law and the Marginalized Other* (D2L)TejuCole, "TheWhite-SaviorIndustrial Complex"(Internet)
WilliamSimmons,"Paternal IgnoranceinHumanRightsDevaluesKnowledgeofMarginalizedPopulations"(Intern et)
Burton,Carss,andTwumasi,"ListeningtoNeurodiverseVoicesintheWorkplace"(Inte rnet)
DecolonialPedagogyScale
GlobalHumanRightsDirect(www.globalhumanrightsdirect.arizona.edu)(Browseth oroughlyand register)

Film: Thomas Balmès *Bosnia Hotel: Kenyan Warriors in Bosnia* (UA Library Catalog)Assigned: PersonalIntroductions on VoiceThread
IntroductiontoGroupProjects
VoiceThread onVoicesoftheMarginalized(10Points)

Module 2Myanmar and Patiently Listening to the Voices of the RohingyaJuly 12-27

Readings: Habiburahman and Sophie Ansel, *First They Erased Our Name: A RohingyaSpeaks*(selections)
VoicesoftheRohingyaon Twitter,Facebook,etc.
Yohanna,etal."LocalizingInternationalHumanRightsNormsthroughParticipatoryVi deowithPeopleAffectedbyLeprosyinNiger,Nigeria,andMozambique"
Simmons et al. "Measuring Resilience and Posttraumatic Growth at the IndividualandCommunalLevelsintheContextofanArtsInterventionforRohingyaRef ugeesin Bangladesh"
"China's Complicated Game in Myanmar"

(Internet)OtherReadings TBA

Guests: YeWint Thu, BurmeseJournalist

OthersTBA
Assigned: VoiceThreadProject:TBA(20Points)

Module3: OralHistories,Remembrance,andTheLostBoysofSouthernSudanJul 28-Aug3

Readings: RäddaBarnen,"TheUnaccompaniedMinorsofSouthernSudan"(D2L)
Lost Boys Found: Oral History Project at ASU(https://keep.lib.asu.edu/collections/141205)
LostBoysReunited(https://lostboysreunited.com/)
Other Sources for Voices of Lost Boys (TedTalks, Facebook, etc.)Films: PhilippeFalardeau (dir.)*TheGood Lie*
Guests: TBA
Assigned: VoiceThread-RemembranceProject(10Points)

Module4 EpistemologicalMingas:DecolonizationandEmpiricism
Aug3-9

deSousaSantos,*TheEndoftheCognitiveEmpire:TheComingofAgeofEpistemologiesof theSouth*(UA Library, Chapter 7)
DavidLehmann,*AftertheDecolonial* (D2L,pp.35-63)
Paradies,Franklin,andKowal,"DevelopmentoftheReflexiveAntiracism Scale–Indigenous"(Internet)
Simmons,Chen,andAlves,"NotestowardaReflexiveCriticalConsciousnessScale"(D2L)
Simmons,Boynton,andLandman,"FacilitatedCommunication,Neurodiversity,andHuman Rights"
Selectionsfrom theFollowing
Boynton, Janyce. 2012. "Facilitated Communication—What Harm It Can Do:Confessions of a Former Facilitator" *Evidence-Based Communication AssessmentandIntervention*6 (1): 3-13.
ChanandNankervis.2015."StolenVoices:FacilitatedCommunicationIsanAbuseofHumanRights"*Evidence-BasedCommunicationAssessmentandIntervention*8(3):151-156.
StevenSalzberg,"FacilitatedCommunicationHasBeenCalledAnAbuseOfHuman 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
"TheStrangeCaseof AnnaStubblefield,Revisited," *TheNewYorkTimes* April5,2018
Film: Temple Grandin, The World Needs All Kinds of Minds, TedTalkhttps://www.youtube.com/watch?v=fn_9f5x0f1Q
HannahGadsby, *Douglas*(Netflix,Recommended)
Assigned: VoiceThread:
Decolonization,EpistemicMingas,EpistemicConversions(10Points)

Module5:
Trauma,Authenticity,andTestimonyA

ug10-19

Readings: MinhDang,"EpistemologyofSurvival:AWorkingPaper"(Internet)

	ShinandHarden,*EscapefromCamp14:OneMan'sRemarkableOdysseyfromNorthKorea to Freedom in the West*(UALibrary) RobertPark,"TheForgottenGenocide, North Korea's Prison State" (http://www.worldaffairsjournal.org/article/forgotten-genocide-north-korea%E2%80%99s-prison-state) BlaineHarden,"Foreword"https://www.blaineharden.com/escape-from-camp-14-reviews/ ReportoftheSpecialRapporteurontheSituationofHumanRightsintheDemocratic People'sRepublicofKoreatotheGeneralAssembly(A/69/548)(http://www.ohchr.org/EN/Countries/AsiaRegion/Pages/KPIndex.aspx)(Selections) Gilmore,Leigh.2017.TaintedWitness:WhyWeDoubtWhatWomen SayAboutTheirLives (selections, UALibrary) AnaBelénMartínezGarcía,"TEDTalksasLifeWriting:OnlineandOfflineActivism"(Internet) Song,"The"Savage–Victim–Saviour"StoryGrammaroftheNorthKoreanHumanRightsIndustry"(Internet)
Artwork:	"TellingtheStoriesofDefectorsfromNorthKorea:IntroductionbyAlexandraGenova, Photographs and Text by Tim Franco" New York Times, April 2, 2018TimFranco,*Unperson* (http://www.timfranco.com/unperson).
Films:	Marc Wiese, *Camp 14: Total Control Zone* https://www.youtube.com/watch?v=qGtkAbnsuqo SukiKim,ThisIsWhatIt'sLiketoGoUndercoverinNorthKorea,TedTalk,https://www.youtube.com/watch?v=6weGCM3sWKc&t=378s HyeonseoLee,WhyIEscapedfromMyBrainwashedCountry,TedX,https://www.youtube.com/watch?v=Ed4SeoQypy0 MikeWallace,"LostinTranslation"LibraryDatabase:AlexanderStreet
Music:	"The People's Paradise (North Korea's Song of Sorrow)"https://www.youtube.com/watch?v=YLJxcwremh4&t=427s RobertPark,"IAmButaChild"https://www.youtube.com/watch?v=VdccI0YjjIQAss
igned:	2VoiceThreads: Trauma, Truth, and Testimony (20 Points)
Guests:	TBA

HRTS511Advancing Human Rights through StrategicLitigation 3 0 0 3

Dr.MarchiElisa	Email:elisa.marchi@arizona.edu
Office Hours: byappointment	Cell:+1 5204405767

CatalogueDescription

Thiscourseisauniqueopportunitytoexplorestrategiclitigationandadvocacyfromoneofthe United Nations Special Procedures. This course provides an opportunity for students to beinvolved in live cases or advocacy efforts with the United Nations Special Rapporteur on theRightsofIndigenousPeoples(UNSRIP).ThecourseinstructoristhelegaladvisoroftheUNSRIR,and incoordinationwiththeHumanRightsWorkshopattheIndigenousPeoplesLawandPolicyProgram(IPLP),studentswillsupportthemandateoftheUnitedNationsSpecialRapporteurontheRightsofIndigenousPeoples.TheIndigenousPeoplesLawandPolicyProgramishostingSpecialRapporteurFranciscoCalíTzayduringhis3–6-yeartermthat beganon May 1, 2020.

Assignmentswillinclude:

• Research.
• Draftingofthematic reports.
• Public/pressstatements.
• Productionofoutreach materialsforavastrange ofaudiences.

Additionally, the students will gain foundational knowledge on the UN Human RightsSystem,International Human RightsLaw, andIndigenousHuman Rights.
Look at this video to know more about our work with UNSPIRhttps://www.youtube.com/watch?v=u9vrcgnzD2oandcheckthe websitehttps://un.arizona.edu/
Recommended Prerequisites (but not compulsory): HRTS 510 Advancing Human RightsLaw**ANDEITHER**HRTS 500AdvancingHuman Rights**OR**HRTS 501AdvancingHumanRights Movements

CourseDescription

Thecourseisan elective courseforboththeMAand Certificatein HumanRights. Thecourseoffers either substantive learning on contemporary Indigenous Human Rights issues and onmethods and tools used by a United Nations Special Procedure to advocate for IndigenousHuman Rights. For more information on United Nations Special Procedures look athttps://www.youtube.com/watch?v=l0vT_1gjdWc&t=15s and for the Special Rapporteur onthe rights of indigenous peoples look athttps://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,InternationalHuman Rights Law, andIndigenousHuman Rights.

CourseTechnology

Youwillneed toknowhow towork withtheUA's studentcomputeraccesssystem– D2L.A

linktotheLaunchPadtutorial canbe foundontheclass D2Lpage.Further,pleasesignon tothe GHRD web platform as a MA student as this will be our user platform for aspects of thecourselikeexternal participants.The linkis locatedat www.globalhumanrightsdirect.com. Ifthere areANY problemsorquestions abouttheselinks, byallmeanscontact meorMetteBrogden, the Program Manager for the Human Rights Practice programs and we will workwithyou to sort theseissues out.

CommunicatingwiththeCourseFacilitator

I am available through email or Skype/Zoom (but best to notify me that you desire to talk). Iwill generally answer emails within 24 hours of receiving them. If several students want tomeetat thesame timeaboutsimilartopics,I'll setupaZoomsession.

CourseObjectives

1. List the primary function of the United Nations Special Rapporteur on the Rights ofIndigenousPeoples;
2. Explore the impact of strategic litigation and advocacy from the United NationsSpecialRapporteur ontheRights of Indigenous Peoples;
3. Elaborateonthe roleofU.N.specialmechanisms toadvancehuman rights;
4. Criticallyunderstandthe leadinghuman rightsissues facedby indigenouspeoples;
5. Listtheavailablemeansforstrategiclitigationandadvocacyatthe U.N.level;
6. Elaborate on the short-term and long-term benefits of strategic litigation or of aparticularhumanright campaign;
7. Analise how to create and implement an effective communication human rightsstrategy.
8. Understandhowtoconduct fact-findingresearchtodocument humanrightsabuses
9. Identifylearningstrategiestosupportadvocacy campaigns.

ExpectedLearningOutcomes

Onsuccessfulcompletion,studentsshouldbeableto:

• recognizethecriticallegalinstrumentsandinstitutionsofinternationalindigenoushuma nrights law;

• thinkcriticallyandanalyticallyabouttheenforcementandimplementationofinter nationalindigenous human rights law;

• apply and communicate the underlying concepts, principles, rights, and obligations ofhumanright lawto problems in real-world contexts;

• Develop cultural competency around the practice of law by recognizing the ethicaland professional issues involved in representing communities, indigenous peoples inparticular.

• Makewiseand activedecisionsconcerningeffectivehumanrightsaction,includingwhen to litigate or implement alternative means and how to effectively go aboutachievingone's desiredends.

• Collectandanalyzerelevantsourcestoproducedifferentoutcomes(reports,learningmater ials,communication)

CourseworkandAssignments

This is going to be a project-oriented course where we will have you work, in groups, on anactualstrategiclitigation/advocacytype-ofprojectfortheUnitedNationsSpecialRapporteuron the Rights of Indigenous Peoples. This kind of project requires a high level ofprofessionalismandaninvestmentoftimeandeffortthatgoesBEYONDthecourse.Infact,

you will deal with deadlines, the United Nations diplomacy, complex cultural contexts. Thecourserequiredthestudentstobeparticularlyculturallysensitive,detail-oriented, openminded,good team players, and able to work independently. Even if these skills will bedeveloped/improved during the course, what is required is that the students understand thatthesareessential priority skills forthis course.

Remember – this is the MA program establishing external work for you to operate with theUnitedNationssystemonaseriousproject–meaningthereputationofthe MAprogram,aswell as your reputation, is at stake. Thus, **it is a big responsibility and demands yourattention,time, devotion, and energy towards thiscourse**.

Theresponsibilities meanthat:

1. You are prepared and ready to work with a group (3 students) in a cohesive, responsible,andorganized manner.
2. Youwilldevotetimetowards theallottedproject,whichwill bedeterminedbythe lecturer,pursuanttotheneedsofmandate,theperceivedcapacityofthe group, linguisticskills,andtheprojectsthatexist.Thelecturerwilltrytoaccommodatetheinterestsof thegroup,butthatisnot always possible;
3. Youwilldedicateyourselftoworkathand,withoutexcusesoftimeorotherdelays.The lecturer will provide a list of projects where you can signal your desired focus.**Thecoursewill operate as follows.**

Eachweekyouwillhave asubstantiveclassonspecificindigenouscollectivehumanrightsandalectureand/orreadingsmaterials on an advocacy/strategiclitigation tool.

Inthe firstfew daysofthecourse,youwill create agroup withthreeotherstudentsandstartlookingat theavailableprojects, noting yourpreferenceforaparticular project.

You are NOT guaranteed the project of your choice, so please be aware of the possibility thatyoumight be assigned adifferent project.

As such, it is recommended that you look at ALL of the available projects and not just settleforthe first project that catchesyour group's interest.

After you have been assigned a project, your group will meet with the lecturer on a weeklybasis,aswellasmeetingatleastTWICEwiththe supervisorofyourproject(subjecttotheiravailability).

Atthegroupmeetings, Iexpectthe entiregrouptoattend(wewillalltryandworkaroundeachother'sschedules).

Further, wewillhaveTWOCOLLECTIVECLASS meetings todiscussandthinkabouttheprojects (in Weeks Four and Six). I will conduct these as Voice Threads (VT) where yourgroup or a group representative will summate the work your group has done thus far, thedirection and means for a successful outcome that your group is taking, and the projectedoutcome. Each group must comment on **ALL** other groups, offering assistance, insight, andadvice,along with potential ideas to assistthegroupin their project.

Notethatduringthecourse, Icanaskyou toconductspecificresearch tosupporturgentneeds that can emergeduring the UNSRIP work.

Notethatthe readingsindicatedin thesyllabusaretentative,socheckonD2Lforthefinal list.

GradeBreakdown

Allbasedonattendingrequiredsessions,beingan

activeparticipantinyourgroup,completeassignment and work with your supervisor on your project, and providing viable andmeaningfulworkoutputon anongoingweekly basis(nolast minuteone-nighters)according

tothesharedrubric.

COURSEBREAKDOWN

Week 1: Introduction to the Human Rights System, Indigenous Human Rights andtheSpecial Rapporteuron theRights ofIndigenous Peoples

Watch: two Synchronous classes or recordings (recording available on D2L)Watch:
https://www.youtube.com/watch?v=u9vrcgnzD2ohttps://www.youtube.com/watch?v=l0vT_1gjdWc&t=15s
CoreLegalDocuments:
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 Peopleshttps://www.un.org/development/desa/indigenouspeoples/wpcontent/uploads/sites/19/2018/11/UNDRIP_E_web.pdf
American Declaration on the Rights of Indigenous Peopleshttps://www.oas.org/en/sare/documents/DecAmIND.pdf
Readings:AdvocateforHumanRights,*HumanRightsTools foraChangingWord*, January 2015- Chapter 2 pp.5-13:
https://www.theadvocatesforhumanrights.org/res/byid/9001SKIM: UN OHCHR, "Indigenous Peoples and the UN Human Rights System: Fact Sheet #9Rev.2 (2013)https://www.ohchr.org/documents/publications/fs9rev.2.pdf
RelevantwebsiteofHumanRightsmechanismsasindicatedbythelecturer:https://www.refworld.org/humanrights.html

Extrareading
UNOHCHR,"The UN HumanRightsTreatySystem:FactSheet#30Rev.1(2012)(45pp)https://www.ohchr.org/Documents/Publications/FactSheet30Rev1.pdf

Assignment 1:

Pleasereviewthegroupproject list(in theContentssection oftheD2L)and thinkaboutwhatprojectyou would like to tackle.
Then,gototheVoiceThread (VT) IntroductionsandwithinthisVT thatIwillsetup,introduceyourself to me and your colleagues answering the questions I posted, **and** note potential groupprojectsthat interest you.
Pleasereviewandlisten toeachother togettoknow oneanotherand findtwootherpeoplewithpotentially similarinterests.
Startmakingcontactwithlike-mindedcolleaguestoinitiateyourgroupformation.

Pleasesubmit to Assignment1 noting youhavemadea VTcomment.

Rubric:Thiswill serveas thebasis forforming a groupofTHREE people withwhom youwillworkon yourgroup project.

Assignment 2:

Submityourthoughtstothisweek’slessonsandanswerthequestionsfollowingtherubric.
Pleasenotein theD2LAssignment2sectionthatyou havesubmittedaVT.
Value5points

Assignment 3:
Creatingagroupandchoosingaproject–pleaseengageyourfellowclassmates(!) andstarttoforma groupalongwith TWO projecttitles that mostinterest your group.
SubmitintoAssignment3oftheD2Lstatingthepeoplewithin yourgroup.
Value2points
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 thatandbearwith me.

Week2:MonitoringHumanRightsAbuses:researchmethodsforadvocacyanddocumentinghuman rightsabuses; Indigenousright toself-determination.
Watch:Synchronousclassandarecording(recordingavailableonD2L)Reading
s:
Advocate for Human Rights, *Human Rights Tools for a Changing Word*, January 2015Chapter3
OHCHR,Manual ofHuman Rights Monitoring,Part IVChapter13: HumanRightsReporting
https://www.ohchr.org/Documents/Publications/Chapter13-MHRM.pdf
International Work Groups on Indigenous Affairs-IWGIA "Indigenous Peoples' Rights toAutonomy 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:
Meetingwith Elisa – 30 minute timeslots.
Rubric:Thepurposeofthis meetingis toidentifytheways andmeansfor engagingyourprojectand beginning tocreateaplan ofimplementation!
Value2points(pointsawardedaftertheactualmeetingANDafter aviable'actionplan'hasbeensubmitted AFTERour meeting)

Assignment 5:
Submityourthoughtstothisweek'slessonsand answerthequestionsfollowingtherubric.
Pleasenotein theD2LAssignment5sectionthatyou havesubmittedaVT.
Value5points

Week3:	**CommunicationforHumanRights;rightstolandandresources**Watch:Introductoryvideolecturefromthe instructor (on D2L)Advocatefor Human Rights,*Human Rights Toolsfor a Changing Word*,
Readings:	

January2015AppendixC.Best Practices:UsingPopularSocialMediaPlatformsforEffective Human Rights Advocacy

TBD

GuestSpeaker:LeslieAnnEpperson

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 guestlecturer make and what information did you acquire from the guest lecture that assisted you inunderstandingadvocacyand strategiclitigation ?

Pleasenotein the D2LAssignment5section thatyouhavesubmitted aVT.

Value5points

I will assign a group to compose a thank you note to our guest lecture. This entails a thank younote tothe guest lecturer of 2-3 paragraphs,followed by a collated question listof questionsyourcolleagueshaveraised(editingrepetitivequeries)andcommentsfromstudents.**Assignment 7:**
Contactyourprojectpersonandcreateasuitabletimeslotforagroupmeeting(suggesteddaysandtimesnotedbelow-
withdeferencetotheNGOpersonandtheirbusytimeschedule,alongwithofcourseyourfellowgroupmembers).Iwillattempttoworkaround7
youallthebestIcan(!)asIwillbeincludedinthemeetingaswell(asasemi-passiveobserver…!).
Rubric:ThepurposeofthismeetingistopresenttoyourProjectPersontheapproachesandideasyourgrouphasfortakingontheproject.Youmustpreparea3-5minutepresentation,and be ready to hear theideas and thoughts oftheNGOProject Person as well.At the end of the meeting, after the NGO Project Person has left the Zoom session, **pleaseremaininthe session**aswe willdiscussthe outcome and furtherwork tobe done by thegroup (i.e., remain in the Zoom meeting after the Project Person has left).SubmitasagrouptoAssignment6oftheD2LthatyouhavesuccessfullycreatedameetingtimewithyourNGOprojectpersonnotingthetimeandprovidingtheZoomlinkforthemeeting.Thislinkshouldbemadeavailabletoyourgroupmembers,theNGOProjectPerson,andme.NOTE–
ifthereisaclashwithanothergroupduetotimescheduling,Iwilllet you know!

Value5points(awardedafterthemeeting)

Week4:TeachingforHumanRights;FreePriorandinformedConsent

Watch: video lecture from the instructor (on

D2L)Readings:TBD

Guestspeaker:TBD

Assignment 8:

Meetingwith Elisa –15 minute timeslots.

Rubric:Thepurposeofthismeetingistoensureyouareontherighttrackinthebeginningstageofactuallyi mplementingyourgroupprojectandadheringtothecreatedtimelineforyourgroup.

Thetimeslots areavailable asfollows:

PleasechooseTWOoptionsandsubmittheoptions(asagroup)intoAssignment7oftheD2L. I will try and accommodate you all to the best that I can and send out a schedule in duecourse.
IfIfindthatthereisapreferenceformoreAMorPMslots,Iwillrevisethetimesaccordingly –haveno fear!

Value3points(pointsawardedaftertheactualmeeting!)

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 guestlecturer make and what information did you acquire from the guest lecture that assisted you inunderstandingadvocacyand strategiclitigation ?

Pleasenotein theD2LAssignment5sectionthatyou havesubmittedaVT.

Value5points

I will assign a group to compose a thank you note to our guest lecture. This entails a thank younote tothe guest lecturer of 2-3 paragraphs,followed by a collated question listof questionsyourcolleagues haveraised(editing repetitivequeries)and comments from students.

Assignment 10:

COLLECTIVECLASSNumberONE:EachgroupMUSTsetupaVT**withthefollowingtitle**:
COLLECTIVE CLASS ONE – [TITLE OF GROUP PROJECT/ NAMES]
Rubric: Your group will summate the project and the work your group has done thus far, thedirectionyouaretakingandtheenvisionedmeansforasuccessfuloutcome.Includeaswellthe '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.Value5 points

Assignment 11:

Each group must comment on ALL other groups, offering assistance, insight, and advice,alongwithpotentialideastoassistthegroupintheirproject.

Rubric:Itisimportantfor you ALL tosee whatyour fellow classmates are doingand offeryour own thoughts, comments, and advice to your peers.Please note in Assignment 11 of the D2L when you have made your comments to the othergroups.
Value5points

Week **5:humanrigh** **ts** Readings:	**TheArtofDraftingforHumanRights.IndigenousPeoples business and**
AdvocateforHumanRightsandUSHumanRightsNetwork, Apractitioner's	

Guide to Human RightsMonitoring, Documenting, and Advocacy, January 2011, pp 65-84Advocate for Human Rights, *Human Rights Tools for a Changing Word*, January 2015-selectedappendix
Suggested Readings: Selected sections of the United Nations Manual onHuman Rights Monitoring to be indicated by the instructor. The original andrevisedversionofthemanualcanbeaccessedthroughthefollowinglink: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:

Meetingwith Elisa– 15minute timeslots.

Rubric:Thepurposeofthismeetingistoensureongoingwork,propergroupparticipationbyall, and how to incorporate the comments made by your fellow classmates.Thetime slots areavailable as follows:

PleasechooseTWOoptionsandsubmittheoptions(asagroup)intoAssignment12oftheD2L. I will try and accommodate you all to the best that I can and send out a schedule in duecourse.
IfIfindthatthereisapreferenceformoreAMorPMslots,Iwillrevisethetimesaccordingly –haveno fear!

Value3points(pointsawardedaftertheactualmeeting!)

Assignment 13:

Submit as a group a draft of your work thus far so that I might be able to properly review yourworkoutput and gaugeyour progress.

Rubric: This must be a proper draft of where you are and what you have done, showing me thedevelopmentand emergenceofyour project and adherenceto your‘actionplan’!

Value5points**Assignment14:**

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 guestlecturer make and what information did you acquire from the guest lecture that assisted you inunderstanding strategic litigation and advocacy?**Pleasenote 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 younote tothe guest lecturer of 2-3 paragraphs,followed by a collated question listof questionsyourcolleagues haveraised(editing repetitivequeries)and comments from students.

Value5points

Week6:CulturalRights

Guest:TBD

Assignment15:TBDProjectadvancement

Value5points

Assignment 16:

COLLECTIVECLASSNumberTWO:EachgroupMUSTsetupaVT**withthefollowingtitle**:
COLLECTIVE CLASS TWO – [TITLE OF GROUP PROJECT/ NAMES]
Yourgroupwillsummatetheprojectandtheworkyourgrouphasdonethusfar,withaviewtopresenting yourwork to yourcolleagues.

Please note (as a GROUP) in Assignment 16 of the D2L when you have made a VT submission.Value5 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:Itisimportantfor you ALL tosee whatyour fellow classmates are doingand offeryour own thoughts, comments, and advice to your peers.Please note in Assignment 17 of the D2L when you have made your comments to the othergroups.
Value5points

WeekSevenPuttingthePrinciplesIntoPractice

Thisweekistoworkonyourproject.

WeekEightPuttingthePrinciplesIntoPractice

Assignments:
Assignment 18

SubmissionoffinalworktotheD2Lasagroupandindividualreflectiononthecourse.Value30 points

Community-BasedParticipatoryActionResearchforHumanRightsHRTS520

8Weeks, Spring2021

FullyOnlineClass	Dr.William(Bill)Simmons
OfficeHoursbyAppointmentviaZoom,WhatsApp,or Phone	williamsimmons@email.arizona.eduCellPhone: 480.388.0718usejudiciously–alsomyWhatsApp number
Instructorwebsite:www.williampaulsimmons.com	

CatalogDescription

This course focuses on how to plan and implement community-based participation actionresearch projectsrelevant to protecting and advancing human rights in marginalizedcommunities.Studentswill learn towork collaborativelywith

communitiesindeveloping

researchquestions,choosingandimplementingdatacollectionmethods,interpretingfindings, and sharing/presenting of results. Community ownership of the research processand conducting research ethically will be emphasized.A wide variety of case studies ofcommunity research that resulted in empowerment and transformation will be presented.Studentswillworkwithfacultyandcommunitymembersonatleastonecommunity-basedactionresearch project.

> Peopledon'tusuallydoresearchthewaypeoplewhowritebooksaboutresearch say that peopledo research.
>
> --ArthurBachrach

Actionresearchisadynamic,collaborative,andopen-endedprocess.Researchquestions,communitypartners,thescholarlyliterature,andpracticalconsiderationsshoulddrivetheresearchdesign, hypotheses, data collection, data analysis, and the interpretation and presentation of theresults.Such aprocess isoften messy and rarelyfollows alinear path.

In this course, students will be involved in all aspects of a CB-PAR project from developing theresearch question, to conducting a review of the relevant literature, building community partners,developing the research design, securing Institutional Review Board (IRB) approval, and, if timeallows,collecting the data.

The overall class objectives are to help you develop a "scientific research attitude" and an "actionresearch ethos."A scientific research attitude includes a skeptical *but informed* stance towardpreviousresearch,acertainamountofhubrisaboutyourabilitytocontributetoscientificknowledge, a substantial amount of humility before your data, an acceptance of the provisionalstatus of empirical results, and a strong commitment to conduct research ethically.An actionresearchethosreorientsourthinkingaboutresearchtosimultaneouslyemphasizeaction,research, and participation (see Greenwood and Levin 2007, 6-7).We will work together throughout thesemesterto create ourown understanding oftheseterms andtheir 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 astrong proponent of mixed-methods research.Both qualitative and quantitative research methodshave their place and researchers should have facility in both without disparaging either.Thesuccess of the course will require a willingness to be respectful, open-minded, and a willingnesstolearn from each other.Weall must do ourpartto makethecourseasuccess.

> Takethescientist.Ifhehasmatured inthescientifictradition,he iswillingto giveup everyparticularofhis scientificfindings (theyareall preliminary, never final), but he will never give up the scientificattitude,even if atyrant should demand it ofhim.
>
> ---PaulTillich,*UltimateConcern*

CourseObjectives

Duringthecourse,students will

1. Read important recent works on theoretical, ethical, and practical issues that arise indoingcommunity-based participatory action research.
2. Analyze and make presentations on a number of published case studies of community-basedparticipatory action research.
3. LearnfromleadingpractitionersofCB-PARthroughvideoconferenceguestlectures.
4. Workwiththe Instructorandcommunitymembersonacommunity-basedparticipatoryactionresearch project.

ExpectedLearningOutcomes

Bythe end ofthe semester, studentswill beable to:

1. Demonstrate a good understanding of action research including its historical andtheoreticalcontexts,ethicalandpoliticalconsiderations,andanoverview ofmajor"methods"of action research.
2. Acquire an increased facility in selected qualitative and quantitative research techniquesthroughreadingexamplesofthesetechniques and thedevelopmentofanactionresearchproposal.
3. Craftaqualityacademic literaturereview.
4. Make substantial contributions to action research projects, especially the development ofaresearchdesign onacurrent humanrightsissues.Morespecifically, studentswillhave
   a. Participatedin thedesign,planning, and implementationof an actionresearch study,
   b. Experienced the process of developing and designing participatory communityresearchprojects.
   c. Experiencenegotiatingtheethicalandpoliticalchallengesinconductingactionresearchon ahuman rights issue.
5. Gainedimportantexperienceworkinginresearchteams.

CommunicatingwiththeInstructor

I can be available through different modalities, but please first email me to set up a time. Iregularly check my UA email. I am available on Zoom or WhatsApp (please schedulethroughanemail).Iwilltrymy bestto answeremails within24 hoursof receivingthem.

Attendance:

Preparation and participation from all students are crucial for the success of this course.TheUA'spolicyconcerningClassAttendance,Participation,andAdministrativeDropsis 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 orpracticewillbeaccommodatedwhereasonable,http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absencespre-approvedbytheUADeanofStudents(orDeanDesignee)willbehonored.See:https://deanofstudents.arizona.edu/absences

Requestsforincomplete(I)orwithdrawal(W)mustbemadeinaccordancewithUniversity policies, which are available athttp://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawalandhttp://catalog.arizona.edu/policy/grades-and-grading-system#incomplete.

Please note that as an online course with students residing in disparate time zones acrosstheworld,studentsmaynotnecessarilybepresentduringaliveonlinelectureormeeting;but are required to review the recording of the online lecture or meeting at a timeaccessibleto them.

Grades

University policy regarding grades and grading systems is available athttp://catalog.arizona.edu/policy/grades-and-grading-system

Yourgradewill bedetermined asfollows:

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

AccessibilityandAccommodations

At the University of Arizona we strive to make learning experiences as accessible aspossible.Ifyouanticipateorexperiencephysicaloracademicbarriersbasedondisabilityor pregnancy, you are welcome to let me know so that we can discuss options.You arealso encouraged to contact Disability Resources (520-621-3268) to explore reasonableaccommodation.

OtherCoursePolicies

CodeofAcademic Integrity

Selling class notes and/or other course materials to other students or to a third party forresale is not permitted without the instructor's express written consent. Violations to thisand other course rules are subject to the Code of Academic Integrity and may result incourse sanctions. Additionally, students who use D2L or UA e-mail to sell or buy thesecopyrighted materials are subject to Code of Conduct Violations for misuse of student e-mailaddresses. This conductmay also constitutecopyrightinfringement.

Students are encouraged to share intellectual views and discuss freely the principles andapplications of course materials. However, graded work/exercises must be the

product
ofindependenteffortunlessotherwiseinstructed.StudentsareexpectedtoadheretotheUA

CodeofAcademicIntegrityasdescribedintheUAGeneralCatalog.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

AppropriateConduct
The UA Threatening Behavior by Students Policy prohibits threats of physical harm toanymemberoftheUniversitycommunity,includingtooneself.Seehttp://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

TheUniversityiscommittedtocreatingandmaintaininganenvironmentfreeofdiscrimination; seehttp://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Our virtual classroom is a place where everyone is encouraged to express well-formedopinions and their reasons for those opinions. We also want to create a tolerant and openenvironment where such opinions can be expressed without resorting to bullying ordiscriminationof others.

NotificationofObjectionableMaterials
This course contains material that some students may find objectionable.If you believematerial to be covered will be objectionable, you should consult with the Instructor assoonas possibletodiscuss potential alternativematerials andassignments.

ConfidentialityofStudentRecords
As required by law under the Family Educational Rights and Privacy Act of 1974(FERPA),studentrecordsareconfidential.Thislawanditsapplicabilitytoyoureducationalrecordsmaybeaccessedat:http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa

ChangestotheSyllabus
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 theinstructor.

WARNING!

Cheating and plagiarism will not be tolerated.Plagiarism includes not only the exactduplication of an author's words but also an unacknowledged close paraphrase.When indoubt give a citation.Students should be especially careful when cutting and pastingmaterialfromcases,briefs,andothersources.Usequotationmarksand/orcitationswhereappropriate.

Students are encouraged to share intellectual views and discuss freely the principles andapplications of course materials. However, graded work/exercises must be the

product
ofindependenteffortunlessotherwiseinstructed.StudentsareexpectedtoadheretotheUA

CodeofAcademicIntegrityasdescribedintheUAGeneralCatalog.See:http://deanofstudents.arizona.edu/codeofacademicintegrity.

CourseRequirements

Participation in the Class Discourse (50 Points): Research is a craft that can only bemasteredthroughacombinationof"doing"researchandobservingotherswhoaregoodat"doing"research.Shortassignmentswillbeassignedthroughoutthesemestertohelpyougetafeelforconductingresearchandtoencourageyoutocriticallyreflectontheresearchof others.Specific assignments will likely include combinations of critical analyses ofprevious studies, reflections on the readings and our guests, and preparing questions andfollow-ups for the video discussions.We will have five (5) VoiceThreads based upon thereadingsand films andeach is worth ten (10) points.

Class Project: Lost Boys from Southern Sudan and Rohingya Refugees (40 Points): Smallgroupsofstudents (likely3-4studentseach)willworkonsomeaspectofadvancinghuman rights among refugee populations in two contexts.The first (two groups) is basedon an incredible data set of interviews of the Lost Boys from South Sudan made availableby the Lost Boys Center for Leadership Development. One group will work on preparinga research proposal on intergenerational trauma while the other group will likely conductaquantitative analysis related to the journey of theLostBoys.
ThesecondprojectrelatestotheRohingyarefugeesinBangladesh.Twogroupsofstudentswilldevelopresearchideasandpossiblyaproposalbaseduponconversationswewillhavewithfaculty from NorthSouth University and theNGOArtolution.
IMPORTANTPOINTS:

i) GroupsofstudentswillworkwiththeInstructortodecideonthescopeoftheassignment 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/hspp-training.
iii) All students working with the Lost Boys archive will need to fill out a non-disclosureagreement(NDA).
iv) IfIget thesensethat some students arenot pulling theirweight inthegroups, Iwillhaveeach group memberfill outa GroupMemberEvaluation Form.

Portfolio and Journal (10 Points): Each student will turn in a research portfolio thatincludes copies of scholarly articles, field notes, notes from films and class presentations,journalentries,andatwo-pagereflectiveessay.Basically,youshouldbegintotakecriticalreflectionnotes fromDay One.Moredetails willbeprovidedduringthe semester.

MeetingswiththeInstructor: Twoorthreetimesduringthe7.5weekcoursesession,students(either individually or in small groups) are expected to meet virtually with the instructor todiscuss their participation in the class research project. The students should submit an agendaforthis meeting by the morning of thescheduledmeeting.

Late Papers: Since timely completion of the assignments will greatly facilitate classdiscussionsandourjointworkon theresearchproject,alllateassignmentswillbedocked5points foreach day it is late.

Required(?)Books(Selectionsof Each–from theUALibraryWebsite)

Browse the journal *Action Research* using "Find a Journal" on the UA Library

website.Cammarota,JulioandMichelleFine.2008.*RevolutionizingEducation:YouthParticipatory ActionResearchinMotion*.NewYork:Routledge.

Greenwood, Davydd J. and Morten Levin. *Introduction to Action Research: Social Research forSocial 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 Health2nd Edition. San Francisco: Jossey-Bass.(Selections, available Online through the UALibraryCatalog)

CourseOutlineand Readings

RhythmoftheCourse

The general flow of the course:I post a PPT to VoiceThread on Sunday or Monday.Itwillincludebackgroundinformation,adiscussionoftherequiredreadingsaswellasy ourmission for the week.Over the next several days you will do the readings and viewingsandparticipateintheVoiceThread.Youshouldtrytoincorporateinsightsfromthecours ematerial into your group projects.You should be ready with very thoughtful, nuancedquestions for our guest speakers, especially for our more focused discussions starting inweek4.Youshouldalsopreparefollow-upquestionsforourspeakerstodelvedeeperintothematerial.

Pre-Week:IntroductiontotheCourseandEachOtherandaChancetoBreatheMarch11 - 14

Videos: InternetSourcesontheRohingya andtheLostBoys
Assigned: VoiceThreads:PersonalIntroductionsandIntroductiontotheClass(0Points)

Week1 Introduction to CB-PAR and Our ClassMarch14 -20

Readings: Stoecker, "Are Academics Irrelevant? Roles for Scholars in Participatory Research"(Library)
LacandFine,"TheGood,TheBad,andTheUgly:AnAutoethnographicJourneyonDoingPartici patory ActionResearchasaGraduateStudent" (Library)

SarahDeLosSantosUpton“TheCo-ConspiringMethodology:AnInvitationalApproachto Action Research”
Simmons,“NotesonCommunity-BasedParticipatoryActionResearchandServiceLearningfor the HRTS Program”
CornwallandJewkes,“WhatisParticipatoryResearch?”(especiallysectiononProblematizingParticipation)
GreenwoodandLevin,Chapters1and10
CammarotaandFine,Chapters1and2 (Recommended)
SimmonsandFeldman,“CriticalEthnographyforHumanRights”(D2L,Recommended)
Simmons,“MakingtheTeachingofSocialJusticeMatter”,p.256-261(D2L,Recommended)

Video: *CulturalHumilityinCommunityBased ParticipatoryResearch&Education* (YouTube, https://www.youtube.com/watch?v=SaSHLbS1V4w&t=482s)Assigned:
VoiceThread–Intro toAction Research(10Points)
DecideonGroupsforGroupProjects

Week2 The Two Class Projects: The Lost Boys and the RohingyaMarch21 -27

Readings: SavetheChildren, *TheUnaccompaniedMinorsofSouthernSudan*(D2L)
Frieder, “The Rohingya Artolution: Teaching Locally Led Community-based PublicArtEducators in theLargest RefugeeCampinHistory”(Internet)
UNICEF,“ArtBringsLighttoDarkness:UNICEF-SupportedCommunityArtsProjectsin the Rohingya Camps”(Internet)
FortifyRights,“TheTortureinMyMind” (Internet)
Sultana,“RohingyasinBangladesh:OwningRohingyaIdentityinDisowningSpaces”
Simmonsetal.,“PositivePeacebuildingbetweenRohingyaRefugeesandHostCommunities”(D2L)
Carlson,Cacciatore,andKlimek,“ARiskandResiliencePerspectiveonUnaccompaniedRefugeeMinors”(Library)
Articles on Poly-Victimization as RelevantSimmons, “Human Rights Winners” (D2L)OtherBackgroundReadingsonClassProjects

Videos
JanyDeng,TedTalk(YouTube)The GoodLie(UALibraryCatalog)
BBC,ReturnoftheLostBoysofSudan(https://www.youtube.com/watch?v=O6eI-YM1EsE)
Lost Boys Found Oral Histories (ASU Website)EmmanuelJal:TheMusicofaWarChild(YouTube)*The Lost Boys of Sudan* (POV Website, Optional)Marlowe,*Rebuilding Hope* (Library)
GodGrewTiredofUs (Optional)
“RohingyaRefugees FindHopethroughArt”(YouTube)“TheBoy and the Tiger” (YouTube)
OtherVideosTBA

Guests: KuolAwanandJanyDeng,Lost BoysCenterforLeadershipDevelopment

SuzaUddinandMaxFrieder,ArtolutionandIshratZakiaSultanaandBulbulSiddiqi,North South University

Assigned:VoiceThread on the Lost Boys and the Rohingya, Including Some Information onCraftingLiteratureReviews (10 Points)

Week 3Ethical Issues Working with Communities Including Sustainable RelationshipsMarch28 – April 3

Readings: GreenwoodandLevin,Chapters4, 7,and8(Recommended)
Duranetal.,"DevelopingandMaintainingPartnershipswithCommunities"(Internet)
Flickeretal."DevelopingaCBPRPartnership–GettingStarted"
Greene-Moton et al., "Trust and Communication in a CBPR Partnership: Spreadingthe"Glue"and Having itStick"(Internet)
Israel,B.A.,Krieger,J.,Vlahov,D.,"ChallengesandFacilitatingFactorsinSustaining Community-Based Participatory Research Partnerships: Lessons learnedfrom the Detroit, New York City and Seattle Urban Research Centers" *Journal ofUrbanHealth, 83*(6), 1022-1040.
Glass et al., "The Ethical Stakes of Collaborative Community-Based Social ScienceResearch"(Library)
Brydon-Miller and Greenwood, "A Re-Examination of the Relationship betweenActionResearch and Human SubjectsReviewProcesses"
InternetReadingsonCreatingLiteratureReviews

Assigned:CITI IRB Training Certificates and VoiceThread on Ethical Issues in CB-PAR (10Points)
DraftAnnotatedBibliographyofAcademicSourcesforEachGroup(5Points)

Week 4Action Research as Science and Knowledge Co-GenerationApril 4 – 10

Readings:Warren et al. "Is Collaborative, Community-Engaged Scholarship More RigorousThan Traditional Scholarship? On Advocacy, Bias, and Social Science Research"(Library)
GreenwoodandLevin,Chapter7
ValerieMillerandMariaSuarezToro,"ResonanceandtheButterflyEffect:FeministEpistemologyand Popular Education"(D2L)
Minkler,M.(2010).Linkingscienceandpolicythroughcommunity-basedparticipatory research to study and address health disparities. *American Journal ofPublicHealth, 100* (Supplement 1), S81-87.
Israel,etal.Chapter6(Recommended)
TashakkoriandCreswell,"EnvisioningtheFutureStewardsoftheSocial-BehavioralResearchEnterprise"(Recommended)

Video: *ABridgeBetweenCommunities*

Assigned: VoiceThread on Knowledge, Ignorance, and CB-PARUpdateson GroupProjects

Guests: MoreFocused Discussionswith OurCommunityPartners

Week5

TheAcademicLiteratureReviewandItsPlaceinCBPARApril 11 -17

Readings:

Leedy,ReviewoftheRelatedLiterature(D2L)O
therReadings TBA

Assigned: UpdatesonGroupProjects:WithDraftLiterature Review(10Points)

Week 6Participatory Media Methods in Human Rights ProjectsApril18-24

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 RomanceofLiberalism"(Internet)

Flum, M. R., Siqueira, C. E., DeCaro, A., & Redway, S. (2010). Photovoice in theworkplace: A participatory method to give voice to workers to identify health andsafety hazards andpromote workplace change - a study of university custodians.*AmericanJournal of IndustryMedicine*,53(11), 1150-1158.

Allen, D., & Hutchinson, T. (2009). Using PAR or Abusing Its Good Name? TheChallenges and Surprises of Photovoice and Film in a Study of Chronic Illness.*InternationalJournal of QualitativeMethods*, *8*(2), 116-128.

LykesandScheib"VisualMethodologiesandParticipatoryActionResearch:Performing Women's Community-Based Health Promotion in Post-Katrina NewOrleans"

Concept Paper: "Their World: Experiencing Forced Migration through the Eyes ofRohingyaChildren"(D2L)

Simmons et al., "Using the UN Principles and Guidelines in Local ParticipatoryCampaigns to increase Dignity, Empowerment, and Inclusion among IndividualsWho Have Personally Faced the Challenges of Leprosy: A Comparison of ThreeAfricanCountries"(D2L)

Videos: Participatory Video Filmmaking – Short Films on YouTubeVideosfrom the"Leprosy"Project

Assigned:

VoiceThreadonResearchMethodsAppropriatetoGroupProjectsandOtherRel evantIssues (10 Points)

Weeks7-8 ClassCB-PARProjectApril25 – May 5

Readings: TBD

Assigned:Groups should expect to have a draft of their final project and to meet with theInstructorearly during week 6. (10 Points)

At the beginning of week 7, students post draft reports on their group projects onVoice Thread.Their colleagues comment on the draft reports.We'll also comparethe 4 projects especially in the context of the course material.Last day of class –revisedclass project reports arepostedon VoiceThread. (15Points)

HRTS541:AdvancingHumanRightsthroughDocumentaryMediaFallII 3 0 0 3

2022, Oct 13-Dec7

ProfessorBeverlySeckinger

Contact:

bsecking@arizona.edu**Zoom Office**

Hours:By

appointmentCatalogDescription

Thiscoursesurveyscurrentmodelsformakingandusingdocumentarymediaintheserviceof human rights practice and activism.Interrogating concepts such as witness, testimonyandevidence,historicalmemory,transmediastorytellingandconvergence,strategic partnerships and impact campaigns, and emergent participatory frameworks, the courseexploresavarietyofapproachestomediaproduction,exhibition,distributionandadvocacy.Eachcoursemoduleincludesinteractionswithfilmmakersand/ormediaactivists in the field via video conferencing; exploring media products such as films,websites and online tutorials; and critical and practical readings.Students will developtermprojects in consultation with the instructor.

CourseTechnology

YouwillneedtoknowhowtoworkwiththeUA'sstudentcomputeraccesssystem– D2L.AlinktotheLaunchPadtutorialcanbefoundontheclassD2Lpage.Further,pleasesignontotheGHRDwebplatformasaMAstudentasthiswillbeouruserplatformforaspectsofthecourselikeexternalparticipants.Thelinkislocatedatwww.globalhumanrightsdirect.comIf there are any problems or questions about theselinks, please contact me or Human Rights Practice Program Manager Mette Brogden(metteb@email.arizona.edu)for assistance.

CourseObjectives

Duringthis coursestudents will:

1. Exploreavariety ofdocumentary films,digital mediaplatforms andprojects, andoutreach/impactcampaigns dedicated toadvancing human rights.
2. Develop a critical framework and vocabulary for interrogating the aesthetics andpoliticsofdocumentaryrepresentation: issuesofvoiceandstructure,andthepowerrelationsamongmakers,subjects/participants/ charactersandaudiences.
3. Engagewithdistinguishedfilmmakersandmedia

activistsinthefieldthroughlivevideoconferences.

4. Engagewithfellowstudentsindiscussions viaD2Lonscreenings,readings,andguestpresentations.
5. Readcriticaland practicalscholarshipaboutcurrentapproachestoproducingandusingdocumentary mediaforhuman rights work

LearningOutcomes

Bythe endofthecoursestudentswill be ableto:

1. Articulate a critical framework and vocabulary for discussing documentary media andoutreach/impact/engagementstrategies.
2. Apply these concepts by researching and developing a proposal for a project addressing acurrenthumanrightsissue(e.g.,aproposalforashortfilm,podcast,participatory project,web-basedproject, screening event, impact campaign, etc).

CourseRequirements

Attendanceandparticipation(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 awindow of time in which to watch and react to class sessions. It is imperative to keepupwith theassignments and discussions.

Onlinediscussionforumsprovidetheprimaryspaceforclassmemberstoengagewith the material and each other, and are an essential component of the course. Studentswill generatediscussion questions andrespond toquestions posed byothers.

Termproject (40%)

In consultation with the instructor, students will research and develop

a**proposal** for a project addressing a current human rights

issue.Theproposed project could be a short film, podcast, or website; a

singlescreening event or an impact campaign;a participatory media

project.Another option would be to develop an **annotated bibliography**

and/orfilmography around a specific issue. I will schedule Zoom

sessions

witheachofyouduringthefirstcoupleweeksofthecoursetojumpstartthesepro

jects.

WorkloadExpectations

Forthis7.5-weekonline graduate-level course,studentsare expected tohaveat least20-22hoursofworkloadeach week.Theclass includesamix of webinarswithguestpresenters,readings,filmstoscreenandwebsitestoexplore,class discussionsviawrittendiscussionboards(andpossiblyalsoVoiceThread),andtermprojectsdevelopedinconsultationwiththeinstructor.

Attendance

Attendance, preparation, and participation from all students are crucial for the success ofthis course.The UA's policy concerning Class Attendance and Administrative Drops isavailableat:http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

The UA policy regarding absences for any sincerely held religious belief, observance orpracticewillbeaccommodatedwhereasonable,http://policy.arizona.edu/human-resources/religious-accommodation-policy.

AbsencespreapprovedbytheUADeanofStudents(orDeanDesignee) willbe honored.See:https://deanofstudents.arizona.edu/absences

Grades

University policy regarding grades and grading systems is available athttp://catalog.arizona.edu/policy/grades-and-grading-system

Requestsforincomplete(I)orwithdrawal(W)mustbemadeinaccordancewithUniversitypolicies,whichareavailableathttp://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal andhttp://catalog.arizona.edu/policy/grades-and-grading-system#incomplete.

Yourgradewillbedeterminedas follows:

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

AccessibilityandAccommodations:

At the University of Arizona we strive to make learning experiences as accessible aspossible. If you anticipate or experience physical or academic barriers based on disabilityor pregnancy, you are welcome to let me know so that we can discuss options.You arealso encouraged to contact Disability Resources (520-621-3268) to explore reasonableaccommodation.

OtherCoursePolicies

AppropriateConduct

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

For more information on appropriate and inappropriate student conduct, seehttp://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconducthttp://policy.web.arizona.edu/disruptive-behavior-instructionalhttp://policy.web.arizona.edu/threatening-behavior-students

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This course contains material that some students may find objectionable.If you believematerialtobecoveredwillbeobjectionable,youshouldconsultwiththeInstructorassoon aspossibleto discuss potentialalternativematerials and assignments.

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http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa

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doubt give a citation.SPECIAL NOTE:Be sure not to plagiarize when preparing casematerials. Students should be especially careful when cutting and pasting material fromcases,briefs,andother sources.Usequotationmarksand/or citationswhereappropriate.

Students are encouraged to share intellectual views and discuss freely the principles andapplications of course materials. However, graded work/exercises must be the product ofindependent effort unless otherwise instructed. Students are expected to adhere to the UACodeofAcademicIntegrityasdescribedintheUAGeneralCatalog.See:http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

RequiredReadingswillbedistributed/assignedthroughD2L.

SCHEDULEOFTOPICSANDGUESTS

Guest speakers and their projects have been selected to present distinctive, diverse examples ofwaysin which documentary media can engagewithhuman rights work.

Week 1—Changing the World with Media:The

Skylight**ModelCompleteSkylightMaster Classon HumanRights**

Media

GuestPresenters: PamelaYates, Paco deOnis (Oct24)

The Skylight Master class is an online platform incorporating text with high quality film clips topresent Skylight's innovative method for making and using film to create social change. It isrecommendedforpeopleinterestedinfilmmakinganddocumentaries,aswellaspeopleinterestedinhumanrightsandsocialchange.Thepresentationisself-timed,allowingtheparticipanttomovethroughitattheirownpace.Theaveragetimetofullyparticipateinthisguidedlearningexperienceis approximately 6 hrs. The Master Class platform includes numerous opportunities for onlineinteractionwith theSkylight team, and with fellow students.

Skylight(PamelaYates, PacodeOnis,PeterKinoy):

At Skylight, we use media to inspire, envision and build a better world. Our partners in this workare human rights leaders around the globe who recognize the power of compelling narratives tochangehow people seethemselvesand others,moving societies toward greater justice andequality.

At Skylight we don't simply tell stories about human rights – we engage people in activism topromote international human rights. We create media with people; collaborating with communityleaders,grassrootsorganizations,andNGOstocreatemediathattellstheirstories,andstrengthenstheir efforts.We show with pathways forward by not only documenting the plight, but also thefight.Weshowtheprocessofincrementallycreatingchange.Wemakeourfilmswidelyavailableto NGO's and international educators through Academic Screening Packages and Screening Kits.Weincrease impactandengagementbycreatingplatformsandnewmediatechnologiesthatmakesiteasy forpeople toengagewith social issues.

Selecttwo films toview viaKanopy:

Granito5

00Years

The

ReckoningStat

eof Fear

Thecompaniontransmediaproject, *Granito:EveryMemoryMatters*(www.granitomem.com)hasbeen created as an online intergenerational, interactive public archive of memories that uncoversthehistory of theGuatemalan genocide.

Read:

"Introduction:ScreenMediaandWitnessingPublics"in*CreatingtheWitness*

"*Granito*: An Interview with Pamela

Yates""*StateofFear*andTransitionalJusticein

Peru"

Skylightprofilein *Documentary*Magazine

"FleeingdeathinGuatemala,twoIxilMayaactivistshopetocontinuetheirdefenseofindigenousrightsfrom theU.S.—if they can stay."JazmineUlloa, *Boston Globe*,May 2,2021

"Columbiaisinturmoil.Bidenmustpushittowarddialogue."AdamIsacson,NYTGuestEssay,May 12,2021.

Week2—Participatory

DocumentaryandRefugeeYouth:MappingMemoriesGuest Presenter:Liz Miller,

Concordia University, Montréal (Oct 31)http://www.mappingmemories.ca/

Whilemigrationisoneofthebiggestissuesofourtime,fewofusreallyunderstandthechallengesthatrefugeeyouthencounter.Alltoooften,refugeenarrativesarewrittenbywritersorjournalistswho stress the violence an individual has endured, without also depicting the complexity of whatcomesafter.MappingMemories(2007-12)offeredoverahundredyoungindividualstheopportunity to recount their stories on their own terms. The photos, exhibits and videos thatemerged from this project have been used to build understanding about refugee rights and thediversityofrefugeeexperiencesinclassrooms,withdecisionmakersandwiththelargerpublic.

Self-described "story sherpa" Miller will also share her 2013 project EN LA CASA, LA CAMA,YLACALLE,madeincollaborationwithNicaraguanwomen'srightsgroup,PuntosdeEncuentro,as it works to end sexual violence at home, in bed and in the streets through a powerful blend ofmainstreammedia and grassroots organizing.

Read:*GoingPublic:TheArtofParticipatoryPractice*
"Going Places:Helping Youth with Refugee Experiences Take Their Stories Public"**Week**

3—Using available technology to document human rights

abuses:WITNESS**GuestPresenter:**NataliaGuerrero**,Communications**

forU.S.Program(Nov9)

WITNESS makes it possible for anyone, anywhere to use video and technology to protect anddefend 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.Witnessidentifiescriticalsituationsandteachesthoseaffectedbythemthebasicsofvideoproduction,safeandethical filming techniques, and advocacy strategies.

Read:

"HumanRightsMadeVisible:NewDimensionsofAnonymity,ConsentandIntentionality"

"The Participatory Panopticon and Human Rights:WITNESS's Experience Supporting VideoAdvocacyand FuturePossibilities"

"Ubiquitous Witnesses:Who Creates the Evidence and the Live(d) Experience of Human RightsViolations?"

VideoforChange:AGuideforAdvocacyandActivism(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/

Week4—CreatingSocialImpactthroughCharacter-DrivenStories:*ThePushouts*

GuestPresenter:DawnValadez(Nov16)

*ThePushouts*tellsthestoryofmillionsofyoungpeopleintheU.S.referredtoas“dropouts”who,more often than not, are pushed out of school for reasons beyond their control. Through the lensof teen gang member turned professor Victor Rios, forty pushout youth and a transformativesummer in Watts, *The Pushouts* interrogates crucial questions of race, class, and power at aparticularly urgent time. Via national screening and discussion tours with key audiences (e.g.middleandhighschoolstudents,teachersandadministrators,youthdevelopmentworkers,policymakers and others); the creation of short form media content and through periodic callsaction, *The Pushouts'* impact campaign works with partner organizations and within movementstoward the transformation of a status quo that stigmatizes and criminalizes, rather than educatingand offering meaningful opportunities, to countless deserving, talented, and overlooked andunderservedyouth.

Watch:*ThePushouts*

Read:

Karen Everett, "Squeezing Reality into Three Acts:What Documentary Storytellers can learnfromScreenwriters"*ReleasePrint*,March-April 2006

"BeyondEmpathy”SonyaChildress,FirelightMediaDirectorofPartnershipsandEngagement,blog

InterviewwithDirectors KatieGallowayandDawnValadez

VictorRiosTEDTalk

Impact Field Guide and Toolkitfrom Doc

SocietyElectronicpresskitfromfilmpageonGoodDocs

website

Week5—ImpactRedux:AKid's-EyeView ofGenderin*Mama HasaMustache*

GuestPresenter:SallyRubin(Nov21)

Mama Has a Mustacheis a short, quirky, fully animated documentary about gender and family,asseenthroughchildren'seyes.Eachof thetwelvechildreninterviewedforthefilm comesfroma 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 comefrom ethnically diverse backgrounds. Driven completely by audio interviews of kids ages five toten, the film uses these sound bytes combined with clip-art and mixed media

to explore howchildrenareable to experienceaworld outside ofthetraditional gender binary.

Watch:

MamaHasaMustache

Read:

TeachingToolkitand DiscussionGuideforfilm

Week6:IndigenizingDigitalStorytelling: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 thatspecializes in media production, instructional technology and digital storytelling with a focus onhealth,education,policy,andculturalpreservation.Overthepasttenyears,theyhavetravelledtonumerous tribal reservations, villages, and urban centers to train hundreds of Native communitymembersranging from 9 to 83years of agein this participatorymediatechnique.

Through the first-hand creation of a personal digital story, workshop participants are given theopportunity to reflect, share, heal, and commit themselves to new actions and behaviors that willcreate social change and justice for the betterment of Our People.In the past couple of years,nDigiDreamshasconductedvirtualworkshopstofacilitatethecreationofdigitalstoriesabouttheCOVID-19pandemic.

Read:

"NICOA and nDigiDreams Team UP for Elder Storytelling

Project"https://www.nicoa.org/nicoa-and-ndigidreams-team-up-for-elder-storytelling-project/

"NativeWomenRising: EndingViolenceandHealingthroughDigitalStorytelling,"*IndianCountryToday*(Sep 30, 2013)

https://indiancountrytoday.com/archive/native-women-rising-ending-violence-and-healing-through-digital-storytelling-lDpNe2osxES-fwn3OGgEmg

"WorkshopParticipantsUseaNewMediumforanAge-OldActivity,"*NavajoTimes*,(March2010)

https://www.navajotimes.com/education/2010/0310/032510digital.php

“DigitalStorytelling:AnEmergentMethodforHealthPromotionandResearch”

Watch:nDigiDreamsdigitalstoryexamples

Week7Peerfeedbackontermprojects

HRTS495A/HRTS595A:HumanRightsAcrossContexts:TheHuman Rights ofLGBT Persons

7WKII – SummerSession 2022 (May16-July1)

Instructor: Raymond A. Smith, Ph.D., LL.M.

(he/him)E-mail: raymondsmith@email.arizona.edu

ClassFormat:Asynchronousonline,4creditsOf

ficehours: Online by appointment

Coursedates: July 6-August 21, 2020

Coursedescription

Over the past decade, LGBT issues have moved from the periphery of global affairs to a majortopic in international human rights.This course will provide a detailed examination of how theseissueshaveevolvedandhowtheyhavebeenaddressedattheUNandinotherinternationalforums,as well to a lesser extent at the national and regional levels. The course will also emphasizestrategies, tools, and forums employed by human rights practitioners. Readings, assignments,online asynchronous forums, and synchronous sessions will be combined to solicit input fromcourse participants and to promote dialogue and discussion. This online course will span sevenweekswithsevenasynchronous(largelyself-paced)onlinesessionsandseveraladditionalsynchronousonline sessions.

Studentlearningoutcomes

Inthiscourse,studentswilllearnto

- Explain major terms, concerns and debates with regard to the human rights of LGBTpersons;
- Critiquetheevolvingpositionofsexualorientationandgenderidentity(SOGI)underintern ationallaw and within theglobal human rights paradigm;
- Identify a range of LGBT-related policy areas including decriminalization,discrimination,violence,health,de-stigmatization, partnershipand familyissues,andintersexrights;
- Analyze the role of civil society, states; and intergovernmental organizations in theprotectionofthe human rights of LGBT persons;
- Developapolicy brief,op-ed,orsimilarshortsuch articleonatopic relevantto thecourse.

Courserequirements

Anewlessonwillbecomebemadeavailableatthestartofeachweekviad2L.Mostweeks,therewillbeasy nchronoussessioninvolvingdiscussionamongtheinstructor,students,andsomeweeksalsoa guest speaker whois ahuman rights practitioner.

Eachweek,allstudentsareexpectedtoreviewandcompletethelesson,whichconsistsofslidesets,videos, andreadings.Shortwrittenassignmentsareincludedformostoftheweeks,andtherewillbe an online forum dedicated for that week's assignment available on the D2L website. For eachassignment, students are also encouraged to post comments on other students' postings, with aminimumof10commentsrequiredacrossthespanofthecourse.TherewillalsobeaPractitionerProduct assignment, which will be presented during the final synchronous session. Specificassignmentsand deadlineswill beprovided aspartofeachweek'slesson.

Participationinsynchronoussessions:Therewillbeseveralsynchronoussessions,oftenincluding guest speakers, at times to be scheduled once the course begins. Students are urged toarrange their scheduled to allow participation in all synchronous sessions. Participation includesattendance and active involvement during the session, including possible interaction with guestspeakers. Students who are unable to attend a specific synchronous session will be offered analternativeassignment. Participation is worth 20%oftheoverall coursegrade.

Practitioner Project: Each student will produce a draft of a short policy brief, op-ed, or similararticle (750-1000 words) on a topic relevant to the human rights of LGBT persons and agreed upon with the instructor. The practitioner project will be worth 30 points and will include severalsteps 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 theirarticletoinastyleandofaqualityleveltobepublishedonablogorotheronlineforum.(Forgrad

students,acompletedversionofthePractitionerProjectarerequired;undergradsarerequiredonlyto submit a first draft/extended outline, although a second draft may be submitted for purposes ofreceivingfurther feedback from theinstructor.)

Lesson assignments: Most lessons will also include a written assignment (target length: 200-300max. words). All students are required to complete any five of the lesson assignments; those whosubmit a sixth assignment will have the lowest of the six grade dropped. Lesson assignments aretobesubmittedviathedesignateddiscussionforumsonD2L.Moduleassignmentsareeachworth8 points each towards the overall course grade, for a total of 40 points. The specific lessonassignmentsareprovidedaspart ofeachlessonwhen itbecomes availableonD2L.

Peer comments*:* All students are required to post at least one substantive comment, by thespecified deadlines, on 10 different postings by fellow students (target length: 100 words). Peercomments are worth 1 point each; therefore students should aim to provide at least 10 commentsto peers over the span of the course. The requirement for 10 comments is a minimum, not amaximum.

A "substantive comment" is, by definition, one that meaningfully engages with the substance ofwhat another student has posted. Therefore, brief comments such as "I agree" or "good point" areokay to make, but they do not count as being substantive comments.Students are encouraged toreplytotheirpeers'comments.However,itiscrucialtorememberthatmanydifferentpeoplewillhold many different views on political issues. Therefore, please always keep in mind that this isan academic course, and all comments must be based on facts and analysis rather than purely onfeelingsand emotions.Thisisnottosaythatyou shouldnotexpressyourviewsandopinions,butthat it is essential to always be respectful of others. Rude, insulting, antagonistic, or otherwiseinappropriateremarks will not be tolerated.

An unmoderated "Open Forum" will also be available where students can post links and otheritemsthatareofgeneralinterest,thoughtheseshouldstillhaverelevancetothecourse.D2Lisnotthe appropriate forum for extended conversations. After two exchanges, students should movefurther conversations to e-mails among those interested or to another venue outside of the courseD2Lwebsite.

CoursePolicies

An entire course completed over the brief span of 7 weeks can be challenging and requires solidtime 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 andmeetingall requirementsand deadlines.

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,andwork submitted late is subject toasubstantial late penalty.

Ifatanytimeyouhaveaproblemwithadeadline,acourserequirement,oranythingelsethatmayaffectyour participationinthecourse,pleasecontactmeassoonaspossible.Iwillworkwithyoutoresolveany problems,butcan’t do sounlessIknow about them.

For further information about the University of Arizona’s Program in Human Rights Practice,pleasevisit thewebsiteathttps://humanrightspractice.arizona.edu/

DisabilityAccommodations

Qualified students with documented disabilities will receive appropriate accommodations in thiscourse.Pleasecontact meearly in thesemester todiscuss.

CommunicationPolicy

Studentsshouldfeelfreetocontacttheinstructorbye-mail,whichwillberespondedtowithintwoworking days. Unless otherwise noted, all coursework should be submitted through the coursewebsiteon D2Lratherthan via e-mail.

UA Academic Policies Website: https://academicaffairs.arizona.edu/syllabus-policiesThis siteincludesinformationregarding:absenceandclassparticipation;threateningbehavior;accessibility andaccommodations(DisabilityResourceCenter);thecodeofacademicintegrity;non-discriminationand anti-harassment policy

AdditionalResourcesforStudents

- 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

ConfidentialityofStudentRecords: ConfidentialitypolicyoftheUniversityofArizona:https://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa

PreferredGenderPronoun: Thiscourseaffirmspeopleofallgenderexpressionsandgenderidentities. Ifyoupreferto becalled adifferent namethanwhatisontheclassroster,pleaseletme

know.Feelfreetocorrectinstructorsonyourpreferredgenderpronoun.Ifyouhaveanyquestionsorconcerns,pleasedonothesitatetocontactmedirectlyinclassorvia email(instructoremail).Ifyou wish to change your preferred name or pronoun in the UAccess system, please use thefollowingguidelines:

Preferred name: University of Arizona students may choose to identify themselves within theUniversity community using a preferred first name that differs from their official/legal name. Astudent's preferred name will appear instead of the person's official/legal first name in selectUniversity-related systems and documents, provided that the name is not being used for thepurposeofmisrepresentation. Studentsareabletoupdatetheir preferrednames inUAccess.

Pronouns: Students may designate pronouns they use to identify themselves. Instructors and staffare encouraged to use pronouns for people that they use for themselves as a sign of respect andinclusion.Students areable to update and edittheir pronouns in UAccess.

MoreinformationonupdatingyourpreferrednameandpronounsisavailableontheOfficeoftheRegistrar site athttps://www.registrar.arizona.edu/

Grading/evaluation: Followingaretheevaluationcriteriafortherequiredcourseworkalongwiththepoints assigned to each activity.

Assignments withevaluationcriteria	**Maximum Points** **100**
Weeklyassignments 5 responses x maximum of 8 points each, based on timely submission, therelevance of the answer to the specific question(s) asked, the thoroughnessof the answer, and effective use of course materials (target length: 200-300max.words).	40
Online peer commentsOne point each for 10 opportunities for comments on lesson assignmentspostedby peers (target length: max 100 words)	10
PractitionerProject Completionofapolicybrief,op-ed,orsimilararticle(targetlength:750-1000words),comprisingseveralstepsincludingdefiningatopic,writingan	30

outline,presentingtheprojectinasynchronoussession,andsubmittingthecompletedproject(orfor undergrads,asolid draft).	
Participationinsynchronoussessions Participation includes attendance and active involvement during the lesson,andmay include interaction with guest speakers *Participation in synchronous sessions is an intrinsic part of the course andis highly encouraged. Alternative assignments will be provided for thoseunableto participate in a particular synchronous session.*	20

ThiscourseisgradedaccordingtoUA's"regular"gradingsystem,whereA,B,C,D,andElettergrades translate into 4, 3, 2, 1, and 0 GPA points, respectively. Additional University policyregardinggradesandgradingsystemsisavailableat http://catalog.arizona.edu/policy/grades-and-grading-system.Requestsforincomplete(I)orwithdrawal(W)actionsmustbemadeinaccordancewithUniversitypolicies,whichareavailableathttp://catalog.arizona.edu/policy/grades-and-grading-system#incomplete

and http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal, respectively. It is yourresponsibilityto know and tomeet all university requirementsand deadlines.

AbouttheInstructor

RaymondA.Smith,Ph.D.,LL.M.(pronouns:he/him/his)isamemberoftheExecutiveCommitteeand a faculty member of the Program in Human Rights Practice at the University of Arizona. HeisalsoanAdjunctAssociateProfessorwiththeNewYorkUniversity(NYU)SchoolofProfessionalStudies,includingitsCenterforGlobalAffairs.Hismostrecentlypublication(2019)is the book *Extending International Human Rights Protections to Vulnerable Populations.* Youcan read more about his background at https://humanrightspractice.arizona.edu/people/raymond-smith

CourseReadings

*QueerWars,*by DennisAltmanand JonathanSymons (Polity:2016)

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

Alsoavailableine-bookandpaperbackvia 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

Manyothercoursereadings,withlinksand/orPDFs,willbepostedaspartofeachweek'slessons.Thesewill includeprimary documents,secondaryanalyses, and other materials.

CourseCalendar

(This is the anticipated course calendar,but may be subject to some modification as the semesterprogresses. Note that all dates and times refer to the Tucson, AZ time zone. Readings andassignments will be included as part of each weekly lesson on D2L. Synchronous sessions will bescheduledoncethe coursebegins.)

Lesson1(WeekofMay16):**KeyTermsandConceptsintheHumanRightsofLGBTPersons**

- *Lesson1assignmentduetoD2LbyMonday,May 23at10pm.PeercommentsduebyFriday,May27 at 10pm.*

Lesson 2 (Week of May 23): **The Human Toll of Homophobia, Transphobia, and RelatedFormsof Intolerance**

- *Lesson2assignmentduetoD2LbyWednesday, June1[noteextensionduetoMemorialDayholiday] at 10pm. Peer comments duebyFriday, June3 at 10pm.*
- *PractitionerProjecttopic anddescriptiveparagraphsdueonFriday, May 27 at10pm.*

Lesson3(WeekofMay30):**GlobalDebatesoverSexualOrientation andGenderIdentity**

- *Lesson 3 assignment due to D2L by Monday, June 6 at 10pm. Peer comments due*

byFriday,June10 at 10pm.

Lesson 4(Week ofJune6):**Framing theHumanRights ofLGBTI Persons**

- *Lesson4assignmentduetoD2LbyMonday,June 13at10pm.PeercommentsduebyFriday,June17 at 10pm.*
- *PractitionerProject outlinedueon Friday,June17 at 10pm*

Lesson 5(Weekof June 13):**TheRoleofCivilSociety**

- *Lesson5assignmentduetoD2LbyMonday,June 20at10pm.PeercommentsduebyFriday,June24 at 10pm*

Lesson 6*(WeekofJune 20):**TheRoleofStates***

- *Lesson 6 assignment due to D2L by Friday, June 27 at 10pm. Peer comments due byFriday,July 1 at 10pm.*
- *PractitionerProject first2-4 paragraphsdue on Friday,June24at 10pm*

Lesson 7 *(WeekofJune 27):**CaseStudyof LGBTRights in theUS***

- *PractitionerProjectcompletedassignment dueon Friday,July1at10pm.*

Note: Theinformationcontainedinthiscoursesyllabusmaybesubjecttochangewithreasonableadvanc enotice, as deemed necessary andappropriate by theinstructor.

HRTS 596B, Cutting-Edge Advances in Human RightsProtectedAreas and IndigenousRights
7.5Weeks,FullyOnline

Instructors

BillSimmons	*williamsimmons@arizona.edu*	*480.388.0718*
VictoriaVertein	*vvertein@arizona.edu*	
PaulKilpatrick	*pwkilpatrick@gmail.com*	

OfficeHours:byappointment

CatalogDescription

HRTS596Bwillchangefocuseachtimeitisofferedwithinacalendaryeartoaddressanyof the following: new research questions and methods; emergent conditions and theirimpacts on specific locales or identity groups; new and/or developing approaches toadvocacy,justice-seeking,orviolationsrecovery;ortheoreticaladvancesinlaw,advocacy,orpreventingviolations.Courseinputswillprovidebackgroundtocriticalissuesconfrontinghumanrightsactors,anddiscussionswilldevelop/assessthemeansforaddressing and potentially even alleviating the problems. The course may be taken up tothreetimes on different topics.

CourseDescription

While most of the major players on the world stage have praised the recent push for 30%oftheearth'slandandseatobecomeconservationareasby2030,indigenouspeopleshavepushed back citing decades of human rights abuses stemming from similar but more localinitiatives.Proponentsofthe30x30initiativeciteitspurportedeffectsonclimatechangeand biodiversity,buttheytoooftenneglecttheexperiencesandknowledgesofindigenouspeoples.
The UN Special Rapporteur's (SR) 2022 report on protected areas added similarconcernswiththePost-2020GlobalBiodiversityFramework,the2030AgendaforSustainable Development, and the push for a human rights-based approach in creatingUNESCO cultural heritage sites. The SR José Francisco Calí Tzay stated in his report tothe 77th session of the General Assembly in October 2022, "While the expansion ofconservation is laudable, not enough assurance has been given to indigenous people thattheirrights will be preserved in theprocess."

Abuses against Indigenous Peoples in the name of conservation have included forcedeviction, extra-judicial killings, widespread sexual violence, and persecution. Often statesandbusinessinterestsresorttowhathasbeencalledgreenmilitarismorfortressconservationatgreatriskto IndigenousPeopleswhoarephysicallypreventedfromaccesstotheirancestrallands.Severalindigenousgroupsfiledreportswhichinformedthe October 2022 report of the Special Rapporteur, and a significant amount of activism andadvocacy is taking place. But the perspectives of Indigenous Peoples continue to besidelinedin therush to makeconservation areality.

This extremely ambitious and innovative course will be led in the most part by leaders of5 indigenous groups from 3 continents who will take turns serving as the instructors eachweek. The UA students from this class will work with those communities and the externsupport team of the Special Rapporteur to draft follow-up reports that show how recentglobal conservation efforts can lead to human rights abuses against indigenous peoples.The teams will then develop an alternative vision of conservation that draws upon theirindigenous epistemologies. This experience will create a community of practice made upofstudents,communitymembers,faculty,andtheUNSpecialRapporteurandhisexternalsupport team that will then work in subsequent classes to further the cause of IndigenousPeoplesbased on theirneeds.

CourseTechnology

YouwillneedtoknowhowtoworkwiththeUA'sclassroommanagementsystemorportal –D2L(https://d2l.arizona.edu).SeveralhelpfullinksareontheclassD2Lpage,includingtips on using D2L, netiquette, and tech support links.Also, please register on the GHRDweb platform athttps://globalhumanrightsdirect.arizona.edu/.If there are ANY problemsor questions about these links, by all means contact me or Mette Brogden, the ProgramManager for the Human Rights Practice program and we will work with you to sort theseissues out.

CommunicatingwiththeCourseFacilitator

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.Ifseveralstudentswanttomeetatthesametimeaboutsimilartopics,I'llsetupavideoconferencing room on Zoom and we can then move there and meet via audio orvideo.

LearningOutcomes

Bythe end ofthesemester, it is expectedthat students will, *interalia*, beable to:

1. Identify the common points of contention between "environmentalists" and indigenousgroupsin regards toconservation andprotectedareas
2. ExplainhowIndigenous languagingisessentialtoglobalunderstandingandrespectforIndigenouslands, knowledge, and rights.

3. Criticallyassesspast,presentandfutureconservationeffortsandtheirimpactonIndige nousPeoples.
4. Discusstherolethatindigenousepistemologiescanplayindeveloping alternativeconservationand humanrights policies.
5. Draftsectionsof whitepapers fortheUnitedNations andotherinternational agenciesandorganizations.
6. UnderstandhowmarginalizedgroupsandNGOs caninterfacewithUNspecialrapporteurs.
7. Demonstrateincreasedcross-culturalcommunicationskills.

CourseObjectives

Duringthis coursestudents will:

1. Engagewithexternalparticipantsthroughguestvideoconferencesincluding majorscholarsand activists in thefield.
2. Readimportantrecentworksaboutadvancinghumanrights.
3. Read important works on how to become more effective and critical activists foradvancinghuman rights.
4. Organizeandleaddiscussionswithvirtualguestspeakers.
5. EngageindiscussionsviaD2Lwiththeircolleaguesonvideoconference guestlecturesandthe coursereadings.
6. Work in groups with other students and indigenous leaders to draft sections of a whitepaperon conservation and indigenous rights.
7. Participate in English Language Learning initiative with RMIB-LAC participants toadvanceEnglish Languageskills and networking.

CourseRequirements

Participationin theClassDiscourse(40Points):

Students will be expected to regularly participate on the class discussion board which formost weeks will through VoiceThread on our class D2L page.Go to UA Tools in the topmenu,andthenchooseVoiceThread.Wewillhaveseven(7)discussionsandeachofthesewill beworthten(10)points,foratotalof70points.Acoupleofthesewilllikelybeintheformof Problem-BasedLearningassignmentswherestudentswillworkwiththeInstructor(and possibly community members) to address real-world problems. The grading for eachVT will be based upon the rubric that is on D2L. For instance, in order to get the full 10pointsduring aweek astudentwould contributeatleast 5 or6 substantivecomments.

ClassProjects(45Points):

In the first week, students will choose which indigenous group they will work withthroughoutthesemester.Theywillbeexpectedtointeractextensivelywiththecommunityc oordinatorandanyothermembersoftheirtransnationalteams.Studentswillhelpthe

coordinator with their presentations to the class and they will work to help produce thefollowing two substantive outputs:

Section of White Paper: For each indigenous group we will produce a 4-5 pagesection of a white paper that will hopefully reside on the UN Special Rapporteur'swebsiteattheUA.Thiswillsummarizeabusescommittedinthenameofconservation, the current and possible future role of indigenous epistemology andindigenousstewardship,as wellas aconclusion thatlays outbest practices.

Activist Lexicon: To begin the creation of a dynamic, as well as culturally andhistoricallyannotated,lexiconofhumanrightsandbiodiversitytermsintheworkinglanguages of the UN as well as multiple indigenous languages. The lexicon will betextual,oral, and visual.

EnglishLanguageLearning(15Points)

In the first two weeks of class, students will work through asynchronous training sessionson participation in English Language Practice Groups. Synchronous practice groups willbe held in weeks 3-7. Students will choose at least **TWO** practice group sessions toparticipate in. Each section (asynchronous training, Practice Group 1, Practice Group 2)willbeworth 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 tothedatesprovidedintheonlineD2Lsystem.Studentswillhaveawindowoftimeinwhichtowatchandreacttoclasssessions.Itisimperativetofollowthecourseandthediscussions(alongwith the attendantassignments).

WorkloadExpectations

At the University of Arizona, in a semester-long course for **undergraduates**—one thatlasts 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 aworkload of approximately 20 to 24 hours each week.This is an online class with a mixof 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 timethanthat, pleasecontact theInstructor.

Attendance

Attendance, preparation, and participation from all students are crucial for the successof this course.The UA's policy concerning Class Attendance and AdministrativeDrops 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 forstudents who show affiliation with that religion. Absences pre-approved by the UADean of Students (or the Dean's designee) will be honored (e.g. athletes, debate team,militaryabsence, hospitalization, death in family).

Grades

Seethislinkforuniversitygradepolicies:http://catalog.arizona.edu/policy/grades-and-grading-system
Yourgradewillbedeterminedas follows:

90points andabove	A
80-89	B
70-79	C
60-69	D
59andBelow	E

ReasonableAccommodations

Theinstructorwillbehappytoworkwithstudentswhorequirereasonableaccommodationsfordisabilities orothercircumstances.

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

OtherCoursePolicies

AppropriateConduct

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

For more information on appropriate and inappropriate student conduct,
seehttp://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconducthttp://policy.web.arizona.edu/disruptive-behavior-instructionalhttp://policy.web.arizona.edu/threatening-behavior-students

NotificationofObjectionableMaterials

This course contains material that some students may find objectionable.If you believematerialtobecoveredwillbeobjectionable,youshouldconsultwiththeInstructorassoon aspossibleto discuss potentialalternativematerials and assignments.

ConfidentialityofStudentRecords

AsrequiredbylawundertheFamilyEducationalRightsandPrivacyActof1974

(FERPA),studentrecordsareconfidential.Thislawanditsapplicabilitytoyoureducational records may be accessed at:http://www.registrar.arizona.edu/ferpa/default.htm

ChangestotheSyllabus

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 theinstructor.

WARNING!

Cheating and plagiarism will not be tolerated. Plagiarism includes not only the exactduplication of an author's words but also an unacknowledged close paraphrase.When in doubt give a citation.SPECIAL NOTE:Be sure not to plagiarize whenpreparing legal materials. Students should be especially careful when cutting andpasting material from cases, briefs, and other sources.Use quotation marks and/orcitationswhereappropriate.
Students are encouraged to share intellectual views and discuss freely the principles andapplications of course materials. However, graded work/exercises must be the product ofindependent effort unless otherwise instructed. Students are expected to adhere to the UACodeofAcademicIntegrityasdescribedintheUAGeneralCatalog.See:http://deanofstudents.arizona.edu/codeofacademicintegrity.

RequiredReadings

Requiredreadingswillbedistributed/assignedasneededthroughD2Lorcanbefoundthroughthe UAlibrary(http://new.library.arizona.edu) oron theInternet.

CourseOutlineand Readings

NOTE:Forweekly objectives,seetheClass D2Lpage.

NOTE: The course outline below includes fewer assigned readings and other materials as this isaproblem-basedlearningcoursewhereourclassprojectsandourcommunitypartnerswilldictatethe directions that we pursue.We will all work together to determine appropriate readings andotherclass materials foreach week.

PrefaceWeek:IntroductiontoEachOther,theCourse, andtheCourseTopics
Jan11-15
Readings:

A/77/238:ProtectedAreasandIndigenousPeoples'Rights:TheObligationsofStatesandInternationalOrganizations-ReportoftheSpecialRapporteurontheRightsofIndigenousPeoples(https://www.ohchr.org/en/documents/thematic-reports/a77238-protected-areas-and-indigenous-

peoples-rights-obligations-states)Do Internet searches for info abouttheclass indigenous groups

Assigned: VoiceThread - Personal Introductions (0 Points)VoiceThread- IntroductiontotheCourse(5Points)

Week2: IntroductiontotheTension betweenConservation andIndigenousRights
Jan15-21

Readings: Esther Maijnen, "Selling green militarization: The discursive (re)production ofmilitarizedconservationintheVirungaNationalPark,DemocraticRepublicoftheCongo"Geo-Forum, 2016
Submissions to the UN Special Rapporteur on Protected Areas and IndigenousRights

Films: *Virunga*,dir.OrlandovonEinsiedel(Netflix)

Guest: UNSpecialRapporteurFranciscoCalíTzayandDr.ElisaMarchi

Assigned: VoiceThread:(10Points)

Week3-6: PresentationsandDiscussionswithIndigenousLeaders
Jan22-Feb25Readings:

Guest: NasirUddin,UniversityofChittagong

Assigned: SeveralVoiceThreads(25Points)

Week7: GroupworkandGroupPresentations
Feb26-Mar4

LastDayofClass:March4, 2023 –YAY!

HRTS 543 Technology and Human RightsFall 2019 3 0 0 3
7.5Weeks:August26-October16

CourseDescription

Information and communication technologies (ICTs) have been widely, and often uncritically,embracedasadvancingthecapabilitiesofhumanrightsdefendersandactivists.Whiletherei snodoubt that technologies such as smart phones, social media networks, Geographic InformationSystems (GIS), satellite imagery, encryption, and many others have empowered human rightsworldwide, these same technologies have been used to surveil, harass, disrupt, and suppressindividuals and groups seeking to advance human rights.This class will critically assess thecapabilities and limitations of currently used and emerging ICTs in the contexts of human rightsreporting, documentation, and advocacy. Students will work in groups to complete a shareableonline report that documents the real-world challenges of implementing and utilizing establishedand emergent technologies in a particular human rights contexts. Scholars who study the ethicalandpoliticaldimensionsoftechnologyandhumanrightsaswellaspractitionerswhoarebreakingn ewgroundusing technological applications foradvancinghumanrightswillguest lecture.

CourseObjectives

- To support the development of academic excellence, competence, and critical thinking inhumanrights(includingnewhumanrightsandprotectinghumanrightsinanew context)andthesocial, political,andeconomic challengesconnectedto digitaltechnologies.
- Tocreatethepre-requisitecuriosityforhumanrightspractice anddigitaltechnology,enabling enough awareness to acquire the competence for working in positions thatrequirethe knowledgeofdigitalsolutions andhuman rights.
- Tointroducethe conceptuallanguage,theories, anddebates thatarerelevant inthe studyofhuman rights and digital technologies.
- Todeveloptheskillsnecessaryforcriticalandethicaltechnologyassessmentinthecontext of human rightspractice.

ExpectedLearningOutcomes

- Identifyanddescribethe rangeoftechnologyapplicationsusedinhuman rightsreporting,documentation, datasharing, and secure communications.
- Identifyanddescribethecurrent,emergent capabilities,andlimitationsofinformationandcommunication technologies.
- Compareandcontrasttheaffordancesofinformationandcommunicationtechnologies.
- Criticallyassesstheaffordancesofparticularmediatechnologiesandthe risksandbenefitsof their utilization in particularhumanrights contexts.

CourseTechnology

You will need to know how to work with the UA's classroom management system or portal – D2L(https://d2l.arizona.edu).Several helpfullinksareontheclassD2Lpage, includingtips onusing D2L, netiquette, and tech support links. If there are ANY problems or questions aboutthese links, by all means contact me or Mette Brogden, the Program Manager for the HumanRightsPracticeprogramand wewill work with youto sort theseissues out.

CommunicatingwiththeInstructor

I am available through different modalities, but please first email me to set up a time. I regularlycheckmyUAemail.IamavailableonSkypeorZoom(pleaseschedulethroughanemail).Inmost cases(barringextenuatingcircumstances)Iwillansweremailswithin24hoursofreceivingthem.

CourseRequirements

- **SixVoiceThreadAssignments (5ptseach(30pts)/30%ofgrade)**
  These willprovidethe spaceandopportunityfor youtoengage inthoughtfulandengaged conversationwithyourclassmatesandthespeakerswhowillbejoiningusevery Friday beginning on September 6th.VTs are where you will respond to our coursematerials, ask your classmates questions, share resources and insights, pose questions forourguest speakers, thankthem, and ask followupquestions.

  Youwillbe expectedto theprompts thoroughlybyreferring backto ourreadings, videos,discussions in a thoughtful and informed manner that carries our discussion and analysisfurther.Voice Thread allows you to communicate verbally, in writing, and with images.Takeadvantageof theseaffordances.

Your responses are expected to be well organized, address all of the prompts,demonstratecomprehension ofthemainpoints madeby ourreadings, havealogicalflow, and focused on the topic at hand.In addition, not as a substitute, you areencouraged to make connections between our weekly topics, course materials, guestspeakercontributions,yourpersonalexperience,currentevents,research,etc…

- **1TechnologyandHumanRightsProposal(40pts/40%ofgrade)**
  Working with one or two classmates you will propose using a specific technologyselected from the categories of Artificial Intelligence, Remote Sensing, Big Data, SocialMedia, Drones, or Cryptography to address a particular human rights issue.Youraudience will be a funding agency that is known for funding applications of technologyfor advancing human rights.Your proposal will need to follow the guidelines of thisfunding agency while being based on the insights and lessons learned from the HumanRights researchers and practitioners that we will be reading and interacting withthroughouttheterm.Thisreportwill besharedwithallof ourguestspeakers.This willbeagroup grade.

- **1Presentation (30pts/30%ofgrade)**
  You will present your proposal in the final week of class.Guest speakers and possiblevisitors from Human Rights and government agencies may be in attendance.You willreceiveagroup grade.

Detailedinstructionsfortheproposalandpresentationassignmentswillbeprovidedbyorbefore Monday September 9th.

WorkloadExpectations

At the University of Arizona, in a semester-long course for undergraduates—one thatlasts 15 weeks—students are expected to have at least 9 hours of workload each week.Sincethis is a7.5 week courseatthegraduate level worth3 credits, students areexpectedto have approximately 16 to 20 hours of workload each week. This is an online class witha mix of guest lectures, videos, readings, short assignments, and group work; all of whichwill vary each week. If you find you are putting in much more time than expected, pleaseconsulttheInstructor.

Attendance

Attendance,preparation,andparticipationfromallstudentsarecrucialforthesuccessofthis course. The UA's policy concerning Class Attendance and Administrative Drops isavailable at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

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

Grades

See this link for university grade policies: http://catalog.arizona.edu/policy/grades-and-grading-system
Yourgradeforthis coursewill bedeterminedas follows:

90points andabove
A
80-89B
70-79C
60-69D
59and BelowE

ReasonableAccommodations
Theinstructorwillbehappytoworkwithstudentswhorequirereasonableaccommodationsfordisabilities orothercircumstances.

ItistheUniversity's(and theInstructor's)goalthatlearningexperiencesbeasaccessibleas possible. If you anticipate or experience physical or academic barriers based ondisability 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 establishreasonableaccommodations.

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

Formoreinformationon appropriate andinappropriatestudentconduct,seehttp://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconducthttp://policy.web.arizona.edu/disruptive-behavior-instructionalhttp://policy.web.arizona.edu/threatening-behavior-students

NotificationofObjectionableMaterials
This course contains material that some students may find objectionable. If you believematerial to be covered will be objectionable, you should consult with the Instructors assoonas possibleto discuss potentialalternativematerials andassignments.

ConfidentialityofStudentRecords
Asrequiredbylawunder theFamilyEducationalRightsandPrivacyActof1974(FERPA), student records are confidential. This law and its applicability to youreducationalrecords maybeaccessedat:http://www.registrar.arizona.edu/ferpa/default.htm

ChangestotheSyllabus
Informationcontainedinthiscoursesyllabus,otherthanthegradeandabsencepolicies, may be subject to change with reasonable advance notice, as deemedappropriateby the instructor.

WARNING!

Cheating and plagiarism will not be tolerated.Plagiarism includes not only the exactduplication of an author's words but also an unacknowledged close paraphrase.When indoubt, give a citation.SPECIAL NOTE:Be sure not to plagiarize when preparing casematerials. Students should be especially careful when cutting and pasting material fromcases,briefs,andothersources.Usequotationmarks and/orcitationswhereappropriate.

Students are encouraged to share intellectual views and discuss freely the principles andapplications of course materials. However, graded work/exercises must be the product ofindependenteffortunlessotherwiseinstructed.Studentsare expectedtoadheretotheUACode of Academic Integrity as described in the UA General Catalog. Seehttp://deanofstudents.arizona.edu/codeofacademicintegrity.

CourseStructure

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 thatyou have for our guest speakers.Sundays by 12:00AM you will post to Voice Thread athank you note for the speaker, comments and/or questions in response to their talk, aswellascommentsand/or questionsinresponsetowhatyourpeerspostedonWednesday.

Notethatguest speakers will alsobe encouragedto contributetoour VTs.

BeginningonSeptember6th,everyFridaywewillhavetheopportunitytointeractwithan expert on human rights and technology.In some cases it will be the author of one ofour readings and in others it will be a practitioner who has worked in the fielddeveloping, managing, and/or implementing particular technologies to advance humanrights in some specific capacity.And in some we will have the opportunity to interactwithboth practitioners and researchers.

Youwillbeexpectedto attendtheseguestlectures ifatallpossible.Every attemptwillbe made to schedule them at times when most students can attend.All of the guestlectureswill berecordedand madeavailableon D2L.

IMPORTANT:Notethatwewillmeet asa classtwiceduringthesemester.Youshouldmakeevery effort to attend theseclasses. Theseclasssessionswillbe:

- FridayAugust30thtime TBD
- FridayOct11timeTBD

COURSECALENDAR

WEEKS	VoiceThread	VTDueDate(s)	LiveLecture	Project	Presentation
Week 1Aug 26-Sept1	**VT 1** Questioning Technology andHumanRights	**12:00AMThursAug 29** • Post **12:00AMSunSept 1** • Comments/Questions	**TimeTBAFridayAug 30** • VictorBraitberg(UA)		
Week2 Sept3-8	**VT2** LegalScope andLimitationsof Privacy Protections	**12:00AMWedSept4** • Post **12:00AMSunSept 8** • Thankyou/Comments/Questions	**TimeTBAFridaySept6** • KenHerman (UnitedNations)	**12:00AM SunSept8** • Groupsformed	
Week3 Sept9-15	**VT3** Technology, FactFinding, andHumanRights	**12:00AMWedSept11** • Post **12:00AMSunSept 15** • Thankyou/Comments/Questions	**10:00AM-11:15PM FridaySept13** • Jay D.Aronson (Carnegie MellonUniversity) • Aric Toler(Bellingcat)	**12:00AM Sun Sept 15** • Topicsselected	
Week 4Sept 16-22	**VT4** TechnologicalAffordancesfor Human Rights	**12:00AMWedSept18** • Post **12:00AMSunSept 22** • Thankyou/Comments/Questions	**TimeTBAFridaySept20** • Fran PenfoldandAlexHorowitz(International RescueCommittee)		

Week 5Sept 23-29	**VT 5** Uncertainty, Risk,andHarm	**12:00AMWedSept25** • Post **12:00AMSunSept 29** • Thankyou/Comments/Questions	**TimeTBAFridaySept27(pending)** • Josh Lyon(HumanRightsWatch) • CarlosMartinez dela Serna(CommitteetoProtectJournalists)		
Week 6Sept 30-Oct6	**VT6** CriticallyAssessingTechnologyfor Human Rights	**12:00AMWed Oct2** • Post **12:00AMSun Oct6** • Thankyou/Comments/Questions	**TimeTBAFridayOct4 (pending)** • JohnHiggins(Benetech) • PetraMolnar(CambridgeUniversity)		
Week7 Oct 7-13	**VT7** DraftsandFeedbackonProposals	**12:00AMWed Oct9** • Post **12:00AMSun Oct13** • Comments/Questions	**TimeTBAFridayOct11** • Classmtg	**DraftProposalDue 12:00AM Oct7**	
Week8 Oct14-16				**FinalProposalDueFridayOct 18 12:00AM**	**TimeanddateTBD**

WEEK1(Aug26-Sept 1):Promiseand Perils ofTechnologyforAdvancing HumanRights

RequiredReading

- **Sherif Elsayed-Ali (2016) Can technology help solve human rights challenges? Webelieveitcan.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 DataDisaster. *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 humanrights. 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 ofthe"FourthIndustrial Revolution,"Open GlobalRights.https://www.openglobalrights.org/addressing-the-potential-human-rights-risks-of-the-fourth-industrial-revolution/
- MarkLatonero(2019)StopSurveillanceHumanitarianism,Opinion,New YorkTimes,July11https://www.nytimes.com/2019/07/11/opinion/data-humanitarian-aid.html
- StephenFeldstein(2019) CanaUNReportHelpReininExpansiveandAbusiveDigitalSurveillance?*WorldPolitics Review*, July 9.

  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 andTechnology 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

RequiredViewing

- WatchpresentationbyRonaldDeibert(2014),"BlackCode"https://av.tib.eu/media/33415

AssignmentsforWeek One

VoiceThread1 QuestioningTechnologyandHuman Rights	**12:00AMThurs Aug29** • Post **12:00AMSunSept 1** • Comments/Questions

WEEK2(SEPT2-8):LegalScopeandLimitationsofUSandInternationalPrivacyProtections

RequiredReading

- Review the articles of the United Nations Universal Declaration of Human Rightshttp://www.claiminghumanrights.org/udhr_article_12.html#at13

- **Internationalframework:UN**
  - Right To Privacy In The Digital Age. (n.d.). Retrieved fromhttps://www.ohchr.org/EN/Issues/DigitalAge/Pages/DigitalAgeIndex.aspx
  - In October 2018, the United Nations (UN) Special Rapporteur for the promotion

andprotectionoftherightto freedomofopinionand expression,DavidKaye,releasedhisreportontheimplicationsofartificialintelligence(AI)technologiesforhumanrights.
V. *Conclusions and recommendations* https://freedex.org/wp-content/blogs.dir/2015/files/2018/10/AI-and-FOE-GA.pdf

- Theright to privacy: Article 12 ofthe Universal DeclarationofHuman Rights.
- *UNSecretary-General's StrategyonNew Technologies*.(2018).United Nations.*Sections:1.0NEWTECHNOLOGIESAND ANEWFRONTIERFORTHEUNand 2.0 OVERSIGHT AND MONITORING.* http://www.un.org/en/newtechnologies/images/pdf/SGs-Strategy-on-New-Technologies.pdf

- **EuropeanDataProtections**
  - 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/

- **USFederal PrivacyLaw**
  - UnliketheEU,the USisacheckerboard ofprivacyand datasecuritylaws coveringhealth data, genetic information, student records and information about children ingeneral, financial information, and electronic communications (with differing rulesfor telecommunications carriers, cable providers, and emails). Senate ExaminesPotentialfor 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

RequiredViewing

- Watch*TheGreat Hack*(Available throughNetflix)Let meknow ifyouareunabletoaccessand wewill make alternativearrangements.

AssignmentsforWeekTwo

Voice Thread 2 LegalScopeandLimitations of PrivacyProtections	**12:00AMWedSept4** • Post **12:00AMSunSept 8** • Thankyou/Comments/Questions • Groupsforproposals formed

GuestSpeakerFriday Sept6, TimeTBA

- KenHerman(UnitedNations)

WEEK3(Sept9-15):NewTechnologiesofFact

FindingandHumanRightsRequiredReading

- JayD.Aronson(2018)"TheUtilityofUser-GeneratedContentinHumanRights Investigations" From: M. Land & J. Aronson (Eds.), New Technologies for HumanRightsLaw andPractice(pp.129-148).Cambridge:CambridgeUniversity 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 andSocial Media Aid and Inhibit Human Rights Documentation and Advocacy."*Journal ofHumanRights Practice* 1-20.

RequiredViewing

- BellingcatKickstarterhttps://www.kickstarter.com/projects/1278239551/bellingcat
- Elliot Higgins (2018) World Press Photo Festivalhttps://www.youtube.com/watch?v=kDNkU MFyvjo
- WITNESShttps://www.witness.org/about/

AssignmentsforWeekThree

Voice Thread 3 Technology,Fact Finding, and Human Rights	**12:00AMWedSept11** • Post **12:00AMSunSept 15** • Thankyou/Comments/Questions • Proposaltopicselected

GuestSpeakersFridaySept1310:11:15AMMST

- JayD.Aronson(CarnegieMellonUniversity)
- AricToler(Bellingcat)

WEEK4(Sept16-

22):TechnologicalAffordancesforHumanRightsRequiredReadings

- RefugeeInfoProject(InternationalRescueCommittee)http://signpost.ngo/public/About-the-Refugee.Info-Project.pdf

- Zeynep Tufecki (2017) Chapter 5 Technology and People. From: *Twitter and Tear Gas:ThePowerandFragilityofNetworkedProtest.*New Haven,CT:YaleUniversity Press
- Available through UA Libraryhttps://ebookcentral.proquest.com/lib/uaz/detail.action?docID=4849027

- PetraMolnar(2019)"NewTechnologies inMigration:HumanRightsImpacts".*ForcedMigrationReview.*https://www.fmreview.org/ethics/molnar

- KristenBergtoraSandvik,KatjaLindskovJacobsen,SeanMartinMcDonald(2018)DoNo 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

AssignmentforWeekFour

VoiceThread4 Technological AffordancesforHumanRights	**12:00AMWed Sept18** • Post **12:00AMSunSept 22** • Thankyou/Comments/Questions

GuestSpeakers FridaySept 20,TimeTBA

- FranPenfoldandAlexHorowitz(InternationalRescueCommittee)

WEEK5(Sept23-

29:ManagingUncertainty,Risk,andHarmRequiredreading:

- EllaMcPherson(2018) "Risk and the Pluralism of Digital Human Rights Fact-Findingand 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 andPractice*. Cambridge: CambridgeUniversity Press

RequiredViewing

- EyalWiezman(2018)ForensicArchitecture:DataAgainstDevilryhttps://www.youtube.com/watch?v=gFIiyOj_P2I
- Berkeley Center for Human Rights, Technology and Human Rights Program "Activism2.0"https://humanrights.berkeley.edu/programs-projects/tech

AssignmentsforWeekFive

Voice Thread 5 Uncertainty,Risk,andHarm	**12:00AMWedSept25** • Post **12:00AMSunSept 29** • Thankyou/Comments/Questions

GuestSpeakers FridaySept 27,TimeTBA

- JoshLyons(Human RightsWatch)
- CarlosMartinezdelaSerna(CommitteetoProtect Journalists)

WEEK6(Sept 30-Oct6):CriticallyAssessing

TechnologyforHumanRightsRequiredReadings

- Enrique Piracés(2018) "The Future of Human Rights Technology A Practitioner'sView"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:CambridgeUniversity Press
- Tony Roberts and Gauthier Marchais (2018)"Assessing the Role of Social Media andDigital Technology in Violence Reporting" 9-42. *Contemporary Readings in Law andSocial* Justice10 (2).

AssignmentsforWeekSix

VoiceThread6 Critically Assessing TechnologyforHumanRights	**12:00AMWed Oct2** • Post **12:00AMSun Oct6** • Thankyou/Comments/Questions

GuestSpeakers Friday Oct4, TimeTBA

- PetraMolnar(CambridgeUniversity)
- JohnHiggens(Benetech)

WEEK7(OCT7-

13):DraftsandFeedbackonProposalsAssignmentsforWe

ek Seven

VoiceThread7 Drafts and Feedbackon Proposals	**12:00AMWed Oct9** • Post **12:00AMSunOct13** • Comments/Questions	**TimeTBAFriday Oct11** • Classmtg	**Draft Proposal Due 12:00AM Oct7**

WEEK7.5(OCT14-16):ProposalSubmissionandGroupPresentation<u>AssignmentsforWeek Seven and a Half</u>

Presentation time and dateTBD	**Final Proposal DueFridayOct1 812:00AM**

Group Rubric

Component	Sophisticated	Competent	Incomplete
Teamwork	Theteamworkedwelltogethertoachieveobjectives. Each membercontributedin a valuable way totheprojectandindicated a high levelof mutual respect andcollaboration.	Theteamworkedwelltogether most of the time,withonlyafewoccurrencesof communication breakdownorfailuretocollaborate. Members weremostlyrespectfulofeachother.	Theteamdidnotcollaborate or communicatewell.Some members wouldworkindependently,withoutregardtoobjectives or priorities.A lack of respect andconsiderationwas frequentlynoted.
Contribution	All requirements andobjectives are identified,evaluated,andcompeted.Thedeliverableofferednewinformationorapproach to the topicunderdiscussion. Likewise, the projectisbasedonstatedcriteria, analysis, andconstraints.	Allrequirementsareidentifiedandevaluated,butsomeobjectiveswerenotcompleted. The deliverableofferedsomenew information or approach tothe topic under discussion.Theapplicationis reasonable; further analysisof some of the alternativesorconstraintsmayhaveled to a differentrecommendation.	Manyrequirementsand objectivesarenotidentified,evaluated,orcompleted. The deliverableofferednonewinformationorapproachtothetopicunder discussion.Fewconsiderationsareanalyzed,and otherfactors were ignored orincompletelyanalyzed.
SubjectKnowledge	The deliverabledemonstratedknowledge of thecourse content byintegrating keyconcepts into theresponse. The deliverable alsodemonstratedevidenceofextensiveresearch effort anddepth of thinkingabou	The deliverable demonstrated knowledge ofthecoursecontentbyintegratingkeyconceptsintotheresponse.Thedeliverable alsodemonstratedevidenceoflimited research effort andinitialthinkingaboutthetopic.	Thedeliverabledidnotdemonstrateknowledge of thecourse content, evidenceoftheresearch effort or depthofthinkingaboutthetopic.

	tthetopic.		
Supporting Material	All informationsources were valid.	Enough information wasobtained,andsourceswere	Insufficientinformation was

	Analysisanddesignconsiderationswerewell supported by theinformation.	valid. Analysis and designconsiderations were mostlysupportedbytheinformation.	obtained,andsourceslackvalidity.Theanalysiswasnotsupportedbytheinformationcollected.

IndividualRubric

Component	Sophisticated	Competent	Incomplete
Contribution	The individualcontributed in avaluablewaytotheproject. Theindividualisalsoableto articulate thecritical performancecriteriaofsuccessfulteamsand evaluatethegroupperformance accordingly.	Theindividualdidnotcontributeasheavilyasothersbutdidmeetallresponsibilities. The individual is also able toidentifysomekeyperformancecriteriaofsuccessfulteamsanddrawrelatedconnectionsthegroupperformance.	Theindividualdidnotcontribute to the projectandfailedtomeetresponsibilities.Theindividualdoesnotidentify key performancecriteriaofsuccessfulteamsordrawaninferencetotheirownexperience.
Lessons Learned	The individual had alevelofengagementthatdemonstratedastrong commitment totheclassandthelearningoutcomes.Thevoiceoftheindividualwriteris evident.	The individual had a levelofengagementthatdemonstrated a commitmenttotheclassandthe learning outcomes.The level of analysis andreflection could have beenmoreprofound.	Theindividualhadalevel of engagement thatdidnotdemonstrateacommitment to the classorthelearningoutcomes.Conclusions directly involved restating informationwithoutreflectivethought.

Component	Sophisticated	Competent	Incomplete

Content and Creativity	Thepresentationcontainedanabundanceofmaterialrelatedtothemainarguments.Externalresearchwasusedtojustifyargumentsorsolutions.Thepresentationofthe material was original andpresented in a creativewaythat held theaudience'sattention.	Thepresentationcontained material tosupportthemainarguments,but:1)notall material related tothemainarguments; 2)limitedexternalresearch was used tojustify arguments, and 3) thepresentationofthematerial was	The audience had tomakeconsiderableeffortttounderstandtheunderlyinglogicandflowofideas.Major aspects of theanalysis were absent.No external researchwasusedtojustifyarguments or solutions. The presentation lacked

		appropriate, but onlysomewhat held audience'sattention.	creativity and did nothold audience attention.
CoherenceandOrganization	The risks and benefits wereclearly stated, and exampleswereappropriate.Thetransitionsandflowwereeasytofollow.Slideswereerror-freeandlogicallypresented.	Therisksandbenefitswereclearlystated,but: 1) not allexamples weresupportiveillustrations; 2) thetransitionsandflowwere somewhatdifficult to follow,and3)slideswereerror-free and logicallypresented.	Therisksandbenefits werenotclearlystated. The conclusion was unclear. The transitionsandflowwere not logical. Slides containederrorsandalackoflogicalprogression.
SpeakingSkills and Participation	Thepresenterwaspoised,hadclear articulation, spoke at abalancedlevel,anddemonstratedeyecontact.Enthusiasmandconfidencewereexuded.Thepresentationfitsintotimeallotment.	Thepresenterwasmostly fluent on thetopic,but:1)didnot speakinabalancedlevel; 2) eye contactwas broken with theaudience;3)lightdiscomfort with publicspeakingwasexuded;and4)thepresentationslightlywentoverthetime allotment.	Thepresenterwasoftenin audibleandhesitant and had littleornoaudienceeyecontact. A high levelofdiscomfortwithpublicspeakingwasexuded. The presentation went overthetimeallotment.