

University of Connecticut School of Social Work
SWEL 5385: Human Rights and Social Work
Autumn 2017



Photos from NESRI's 2010 United Nations Universal Period Review Report

“Where, after all, do universal rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

~Eleanor Roosevelt, “The Great Question.”

Remarks delivered at the United Nations in New York on March 27, 1958.

INSTRUCTOR

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COURSE DESCRIPTION

This course provides the theoretical, conceptual, and practical foundation for social workers and allied professionals to engage in a human rights-based approach to social work. Students will gain an understanding of the international human rights system, social work's contribution to achieving human rights, and how international human rights principles can be applied to social work practice. The course also affords the chance to bridge the “macro” and “micro” divides within the profession, for attention is given to practice at all levels and the importance of understanding human rights principles and practices regardless of specialization. We also examine interprofessional collaboration as a means to achieve human rights ends. We will use a number of cases from varied countries, including the United States, to examine how social workers and allied professionals can both advocate for and respect human rights in their work.

COURSE OBJECTIVES

- Foster awareness of the international human rights system, including how human rights treaties operate in international law and the strengths and weaknesses of the treaty-monitoring process for inculcating human rights at local, national, and international levels.
- Develop an understanding of key concepts in human rights, such as civil, political, social, economic and cultural rights; indivisibility and interdependence of rights; cultural relativism vs. universalism; rights

and/vs. responsibilities, the public/private divide in human rights debates; and the idea of U.S. exceptionalism.

- Be familiar with the major United Nations human rights treaties and the work of the Office of the High Commissioner for Human Rights.
- Understand how civil society (including social work organizations) plays a critical role in the realization of human rights (through grassroots education, advocacy, and “shadow reporting” processes at the United Nations).
- Develop a basic awareness of human rights and how they relate to social work policies and practices, including an understanding of social work as a human rights profession.
- Discern ways in which social work can contribute to the achievement of human rights, both domestically and internationally.
- Examine how international human rights principles can be applied to social work practice and ethical dilemmas that may arise from such efforts.
- Encourage students to be active as social work professionals advocating for the realization of human rights both domestically and internationally.

COURSE OUTCOMES

At the conclusion of the course, students will:

- Be able to define and discuss core human rights concepts.
- Demonstrate through class discussions and a course paper a basic understanding of core human rights treaties and the UN human rights system and practices as they apply to social work practice domestically and internationally.
- Demonstrate in the course assignments and classroom exercises the ability to locate and use key human rights resources.
- Demonstrate the use of a human rights framework to analyze a key social problem or vulnerability that women, children, immigrants and refugees, and other severely disadvantaged groups face.
- Apply a human rights-based approach to social work practice through discussions and a final paper on their social work practice.
- Be able to identify social work action on human rights issues domestically and internationally.

COURSE FORMAT

This is a seminar course run in a workshop format. Students are responsible for reading and contributing to the discussions. We also engage other resources during the course session, such as videos and guest speakers. We meet in **four** full day sessions and have **three** required online modules (the equivalent of one full day in person session). The in person sessions meet on Saturdays: September 9, October 7, November 4, and December 2. “Make up” days for inclement weather or other cancellation are scheduled for November 11 and December 9. When I must cancel a session, *we may make up part of the content* through required participation in online modules.

We will use the HuskyCT system in several ways, including for accessing readings, discussion “blogging,” and sharing resources.

READINGS

Texts: Campus Bookstore or from online sellers.

- ▲ *A place at the table.* (2013). Documentary film available at Amazon for rental for \$2.99 or purchase for \$12.99, or on reserve at the Hartford Library or Babbidge Library.
- ▲ Bauer, W. (2016). *Crossing the sea with Syrians on the exodus to Europe.* Los Angeles: High Wycombe.
- ▲ Tang, E. (2015). *Unsettled: Cambodian refugees in the NYC hyperghetto.* Philadelphia: Temple University Press.

Other required readings: Drawn from articles, chapters and documents posted on HuskyCT.

All United Nations human rights treaties and other documents are available on line at www.ohchr.org and will be linked through our course HuskyCT website as well.

A Note Regarding Syllabus: Modifications may be made to readings or other aspects of the syllabus during the semester to enhance the quality of learning.

ASSIGNMENTS, CLASS PARTICIPATION, AND GRADING

Meaningful class participation and regular reading are required and will be taken into consideration in grading. Several written assignments are also required (see below).

Response Papers

1) *Response Paper 1 (Due September 9 in class).*

In approximately 3-4 double-spaced, typed pages of text (not including title page and references), write an essay critically reflecting on the reading. Your essay should include a response (at least in part) to the following questions:

- ▲ How have the readings shaped or refined your understanding of human rights?
- ▲ What human rights issues are at stake in the chapters you read from Tang's (2015) *Unsettled: Cambodian Refugees in the NYC Hyperghetto*? Cite specific rights identified in the Universal Declaration of Human Rights, Gatenio Gabel (2015), Healy (or other assigned readings in your discussion).

Your essay should show integration of ideas from **at least 4 of the readings**, including the Universal Declaration of Human Rights, Healy (2008), and *Tang* (2015). You may cite authors simply by name/date, but if you include a quote, please include the page number from which it is taken. When discussing particular rights outlined in the Universal Declaration of Human Rights, you may cite the "article" associated with the right. For example, you could say, "According to the Universal Declaration of Human Rights, everyone has a right to social security (Article 22)." Please include a references section.

Bring a hard copy of your essay to turn in during our first class session. It is due on September 9.

2) *Response Paper 2 (Due October 7 in class)*

Many of the readings for this session focus on racism as a human rights concern. Reflect upon Carol Anderson's thesis about why the United States has been a reluctant participant in international human rights processes, as well as other readings for this session. What difference might it make to address racism not only as a civil rights matter, but also a human rights concern in the United States (and other parts of the world) today?

Your essay should show integration of ideas from at least 4 of the readings, including at least one human

rights document. Papers should be approximately 3-4 pages, typed, and double-spaced. You may cite authors simply by name/date, but if you include a quote, please include the page number from which it is taken. When citing a particular human rights principle from a treaty you may use the following format: "According to the Universal Declaration of Human Rights, everyone has a right to social security (Article 22)." Please include a references section.

3) Response Paper 3 (Due November 4 in class)

The idea that human rights are interdependent is a core feature of human rights law and practice. How does the Cambodian case outlined in *Unsettled* and other readings for this session illustrate the idea that human rights are interdependent? Specifically, what evidence do you see of the interaction and mutual dependents of varied human rights the assigned readings? What are the implications of thinking about rights as interdependent for social work (or allied professional) practice?

Your essay should show integration of ideas from at least 4 of the readings for this session. Papers should be approximately 3-4 pages, typed, and double-spaced (without reference page). You may cite authors simply by name/date, but if you include a quote, please include the page number from which it is taken. When citing a particular human rights principle from a treaty you may use the following format: "According to the Universal Declaration of Human Rights, everyone has a right to social security (Article 22)." Please include a reference section.

4) Response Paper 4 (Due December 2 in class)

The readings from this session address the rights of migrants, refugees, and asylum seekers. For this response you can either do a "free response" and critically engage themes from the reading that most mattered to you OR critically reflect upon the following questions:

- How can the rights of refugees and migrants be better promoted and realized in an international system that largely focuses on the rights of citizens within nation-states?
- What role can social workers (educators and allied professionals) play in this process?
- In the U.S. context, what messaging and strategies could be deployed to underscore that migrants are human beings with basic rights to be protected regardless of citizenship status?

Your essay should show integration of ideas from at least 4 of the readings for this session. Papers should be approximately 3-4 pages, typed, and double-spaced (without reference page). You may cite authors simply by name/date, but if you include a quote, please include the page number from which it is taken. When citing a particular human rights principle from a treaty you may use the following format: "According to the Universal Declaration of Human Rights, everyone has a right to social security (Article 22)." Please include a reference section.

Final Paper: Applying human rights concepts and treaties to local realities and social work practice

Choose one of the following topics to address in a well-written, concise, and well-documented essay (9-10 pages of text [not including title page and reference list], double-spaced, and typed, in 12 point font, with appropriate references following the APA style).

- By **November 4** identify in writing your topic (you can send it by email).

By **November 17** provide a list of the major treaty (treaties) you will reference, which articles of the treaty(ies) relate to your topic, other Office of the High Commissioner for Human Rights documentation you will use (see below), and two non-governmental organizational sources. You can send the list to me by email. We will discuss these requirements in detail in class and you will

become very familiar with finding the required documentation through classroom lecture, exercises, and discussion. Feel free to meet with me as well, to identify relevant sources. We can do so in person, by phone, or by skype.

Topic A: Identify a human rights related issue in your practice. Apply at least one of the human rights treaties to the issue, discussing what principles apply and how. Integrate not only reference to the human rights principles (articles of the treaty), but also insights from at least two other bodies from the Office of the High Commissioner for Human Rights and at least two other non-governmental sources that address the issue. In your paper, discuss ways in which you would address the practice issue using a human rights approach. Include both micro and macro actions. A strong analysis should include at least 7-8 references, including relevant sources that address human rights practice in social work.

OR

Topic B: Identify a human rights violation in your locality or in the state of Connecticut (I am open to a topic in the US more broadly but please consult with me about this). You are to research the issue, applying human rights principles and treaty provisions. Write a brief report (like a shadow report) on the issue for the treaty committee and point to how social workers (and allied professionals if relevant) should be involved to advance human rights on this issue. Include micro and macro actions in your discussion. Integrate not only reference to the human rights principles (articles of the treaty), but also insights from at least two other bodies from the Office of the High Commissioner for Human Rights and at least two other non-governmental sources that address the issue. A strong analysis should include at least 7-8 references, including relevant sources that address human rights practice in social work.

Please note that papers are not due until December 11 at 5 pm (you will be asked to submit your papers on HuskyCT; we'll discuss how to do this in class). Late papers will be docked ½ grade per day.

CLASS PARTICIPATION

Assessment of student participation will be based on the following:

- Attending class regularly;
- Completing readings prior to class;
- Verbally participating in both small and large groups;
- Providing substantive comments based on readings, class material, personal experience, or current events;
- Seeking to promote a class atmosphere conducive to learning;
- Raising concerns, questions, or difficulties in a solution-oriented manner;
- Refraining from distracting activities (texting, using computers except for note-taking).

POLICY ON ATTENDANCE

While the UConn Graduate School has no official policy on allowed absences from class, individual instructors are permitted to consider class attendance in determining the final grade for a course. The instructor should describe the computation of the grade and the relation between grades and attendance at the beginning of the semester. Where grades depend on classroom participation, which is true for the majority of

courses offered at the School of Social Work, absences may affect the student's grade. Based on this principle, an excessive number of absences may be grounds for failure in the course. Excessive absence is defined as missing 25 percent or more of a course. Questions on this policy should be directed to the MSW Program Director.

Assignment/Activity	Grade Weight	Due Date
Participation	10 %	
Online Module Discussion	15%	Deadlines for doing the module discussion posts are included in the module/session on HuskyCT
Response #1	10%	September 9
Response #2	10%	October 7
Response #3	10%	November 4
Response #4	10%	December 2
Final Practice Paper	35%	Due December 11 by 5 pm

GRADING CRITERIA

Grading is based on the criteria set forth in the Student Handbook. Please read this carefully. The following is a description of our grading system.

A = Exceptional work/Outstanding. This grade will be assigned to work which shows *extensive use of readings* and concrete examples of relevant social work practice.

B = Fully meets graduate standards. This grade will be assigned when all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles and precise descriptions of social work practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

F = Failure. Overall quality of work is unsatisfactory, or some aspects of assignments not done.

I = Incomplete. A *temporary* grade assigned for not completing the required work. This grade is granted only with the approval of the instructor.

Written work should meet graduate standards of writing proficiency, and should conform to accepted standards of citation. The format found in the *Publication Manual of the American Psychological Association* (APA, 6th edition) should be used for all papers unless otherwise noted or approved in advance (law students may be more familiar with another format). Written assignments will be graded based on the following, along with other criteria identified in each specific assignment:

- Thoroughness and completeness of content;
- Clarity and logic of presentation;
- Evidence of critical thought;
- Quality of writing.

Late assignments: But for extreme emergencies (documented), the grade for assignments handed in after the due date will be reduced by ½ grade per day.

Incomplete grades: Incompletes are granted at the discretion of the instructors under special circumstances.

It is the student's responsibility to request an Incomplete before the end of the semester. A request signed by the student and the instructors must be on file when grades are submitted.

The final letter grade for the course is based on the 100 point scale as indicated below.

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	< 60

ACADEMIC INTEGRITY

Among the performance standards identified by social work programs is scrupulous adherence by students to ethical codes of conduct and one of the hallmarks of such behavior is honesty. This professional principle is violated when a student engages in academic and scholarly misconduct. Responsibility for such misconduct requires intent but is not excused by ignorance. These are not only academic violations but also violations of the profession's ethical standards. Students should be familiar with the various definitions of misconduct, particularly plagiarism and misrepresentation (see policy at:

<http://production.wordpress.uconn.edu/gradcatalog/grad-school-info/scholarly-integrity/>). They should discuss with their instructor any questions or doubts they have in this regard. Students should be aware of the academic consequences of violations, which can include failure in the course, and, in serious incidences, withdrawal from the Master of Social Work Program.

Useful resources for developing "safe" strategies for writing can be found at:

<https://owl.english.purdue.edu/owl/resource/589/02/> and

<https://owl.english.purdue.edu/owl/resource/589/03/>.

STUDENT WRITING SUPPORTS

Writing assistance is available for both MSW and Non-Degree students. Students are encouraged to request assistance well in advance of any deadlines or due dates. There are several options for writing support. The School of Social Work has a writing consultant, who meets one-on-one with students. Appointments with the writing consultant are scheduled in advance. If you are interested in an appointment with the writing consultant, please email sswstudentservices@uconn.edu. A Writing Center is also available for students and is located in the Hartford Times Building in Room 218 (see <http://wcenter.hartford.uconn.edu/>). The Center is generally open Monday through Thursday during the semester (except for exam week when hours are more limited). For more information: hartfordwriting@gmail.com.

ACADEMIC ACCOMMODATIONS

Please contact Jacqueline Santiago at the Center for Students with Disabilities during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, he/she may be eligible for academic

accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu. The Hartford campus Center for Students with Disabilities office is located in the Hartford Times Building in Room 140 or you can contact the office at Hartford.disabilityservices@uconn.edu.

POLICY AGAINST DISCRIMINATION, HARASSMENT, AND INAPPROPRIATE ROMANTIC RELATIONSHIPS

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.

SEXUAL ASSAULT REPORTING POLICY

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

STATEMENT ON ABSENCES FROM CLASS DUE TO RELIGIOUS OBSERVANCES AND EXTRA-CURRICULAR ACTIVITIES

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of the Dean of Students. Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

POLICY ON ELECTRONIC EQUIPMENT

Use of electronic equipment such as a cellular phone is prohibited from being used in the classroom unless the instructor gives permission. Consistent disregard of this school policy can result in an administrative withdrawal from a class.

STUDENT TAPING OR RECORDING CLASSES WITHOUT PERMISSION

Student taping or recording classes cannot occur without the permission of the instructor. According to the University, please refer to the following: As an instructor, “My lectures are protected by state common law and federal copyright law. They are my own individual expression, and I have either recorded them (in a fixed and tangible medium of expression) or am recording them at the same time that I deliver them in order to obtain protection. Although you are authorized to take notes in class, thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use, or in the case of a student with a disability (if the Center for Students with Disabilities has determined that it is a reasonable accommodation). As a student, you are not authorized to record my lectures, to provide your notes to anyone else, or make commercial use of them without express prior permission from me.”

COURSE EVALUATION

Your thoughts about the course are important. You are encouraged to provide me with feedback on the course content and format: Are the material and concepts presented in a clear manner? Is adequate time being given to individual topics? Are different learning styles being accommodated? A formal evaluation of this course will occur at the end of the semester.

Topics:

- Introduction to human rights
- The UN human rights system
- Overview of civil, political, social, economic, and cultural rights
- Social work as a human rights profession
- A rights-based approach to social work practice

Read in Advance:

- ▲ United Nations. (1948). Universal Declaration of Human Rights. Access from <http://www.un.org/en/documents/udhr/>
- ▲ Healy, L. (2008). Exploring the history of social work as a human rights profession. *International Social Work*, 51(6): 735-748.
- ▲ Pollack, D. & Rosman, E. (2012). An introduction to treaties for international social workers. *International Social Work*, 55(3): 417-427.
- ▲ Gatenio Gabel, S. (2015). Foreword. In S. M. Berthold, *Human rights-based approaches to clinical social work*. New York: Springer Publishers.
- ▲ Androff, D. A. (2015). *Practicing human rights*, Chapter 2, pp. 26-49. New York: Routledge.
- ▲ McPherson, J. (2014). Human rights practice in social work: A US social worker looks to Brazil for leadership. *European Journal of Social Work*, DOI: 10.1080/13691457.2014.947245
- ▲ Tang, E. (2015). *Unsettled: Cambodian refugees in the NYC hyperghetto*. Philadelphia: Temple University Press. (For this session read only Introduction and Chapter 1, pp. 1-51)

Session 1.5 (E-Session) The Cultural Relativism Debate – a View from Social Work

Please complete the Online Module (including discussion posts) by Monday, September 25. For guidelines see the course content folder for Session 1.5 on HuskyCT.

Topics:

- Key human rights issues in the United States today: Your assessment
- Social work ethics, cultural values, and universalism: Grappling with conflicting rights and dilemmas

Read for this Online Module:

- ▲ Healy, L. (2007). Universalism and cultural relativism in social work ethics. *International Social Work*, 51(1), 11-26.
- ▲ IASSW/IFSW Statement of ethical principles. Retrieved from <http://ifsw.org/policies/statement-of-ethical-principles/>
- ▲ Limon, M. (2017). The world is marching towards—not away from—universal human rights. OpenGlobalRights. Retrieved from: <https://www.openglobalrights.org/the-world-is-marching-towards-not-away-from-universal-human-rights/?lang=English>

Post-First Discussion Assignment:

After you have done the readings for this session, post a 2-3 paragraph response to the readings that addresses your thoughts on the challenge of balancing cultural particularism/relativism with universal human rights norms. Where do you see yourself on the continuum that Dr. Healy discusses in her article – this means be sure to read the article and think carefully about her argument. Does her approach offer insights that might be of use to you in your professional life or internship practice? In other words, how do you balance the impetus to “meet clients where they are” and recognize cultural diversity with cultural values that sometimes conflict with human rights norms?

Post your initial discussion by Monday, September 25. Then, read at least several colleagues’ posts and respond to at least one in a meaningful way by October 2. Make references to readings where relevant.

TOPICS:

- Revisiting human rights, values, and social work ethics
- Why civil and political rights concerns are relevant for social work practice
- U.S. exceptionalism and its links to a history of racism
- Challenging racism, xenophobia and white supremacy from a human rights perspective
- Rights-based approaches to torture treatment and role for social work in advocacy on torture

READ IN ADVANCE:

- ▲ Explore the website for the US Human Rights Network (just get familiar with it!) at: <http://www.ushrnetwork.org/> . As you explore, consider what civil and political rights issues the Network foregrounds at this moment in US history.

Human Rights-based Approaches to Challenging Racism, Xenophobia, and White Supremacy

- ▲ Review *The Convention on the Elimination of All Forms of Racial Discrimination* (1965).
- ▲ Anderson, C. (2008). A “hollow mockery”: African Americans, white supremacy, and the development of human rights in the United States. In *Bringing Human Rights Home to America*, Eds., Cynthia Soohoo, Catherine Albisa, and Martha F. Davis, 750101, Praeger Press.
- ▲ Anderson, C. (2017, Aug. 5). The policies of white resentment. *New York Times*. Retrieved from: https://www.nytimes.com/2017/08/05/opinion/sunday/white-resentment-affirmative-action.html?mcubz=0&_r=0
- ▲ Morrison, T. (2017, Nov. 21). Making America white again. *The New Yorker*. Retrieved from: <https://www.newyorker.com/magazine/2016/11/21/making-america-white-again>
- ▲ CERD Committee. (2017). Prevention of racial discrimination, including early warning and urgent action procedures, Decision 1 (93) United States of America. Committee on the Elimination of Racial Discrimination, 93rd Session, 31 July – 25 August 2017. Retrieved from: http://tbinternet.ohchr.org/Treaties/CERD/Shared%20Documents/USA/INT_CERD_EWU_USA_8285_E.pdf
- ▲ Office of the High Commissioner for Human Rights. (2017). UN body criticizes US “failure at the highest political level to unequivocally reject racist violent events.” Retrieved from: <http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=21990&LangID=E>
- ▲ Human Rights Watch. (2014). *Submission to the Committee on the Elimination of Racial Discrimination during its consideration of the Seventh to Ninth Periodic Reports of the United States of America*. Retrieved from: http://tbinternet.ohchr.org/Treaties/CERD/Shared%20Documents/USA/INT_CERD_NGO_USA_17757_E.pdf
- ▲ Southern Poverty Law Clinic. (2017). *10 ways to fight hate: A community resource guide*. Retrieved from: https://www.splcenter.org/sites/default/files/com_ten_ways_to_fight_hate_2017_web.pdf

Torture and Clinical Approaches to Rights-based Practice (Dr. Megan Berthold)

- ▲ Review *The Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment* (1984).
- ▲ Berthold, S. M. (2015). Rights-based approaches to working with torture survivors. In *Human rights-based approaches to clinical social work*. New York: Springer Publishers.
- ▲ Kibret, Z. (2017). Ready for anything: How preparation can improve trauma recovery. OpenGlobalRights. Retrieve from: <https://www.openglobalrights.org/ready-for-anything-how-preparation-can-improve-trauma-recovery/?lang=English>

Session 2.5 (E-Session)

Economic and Social Rights, Part 1: Food Insecurity and Human Rights

Please complete the Online Module (including first discussion post related to the right to food) by Monday, October 23. The second response to your colleague(s) is due by Monday, October 30.

To do the module see the course content folder for Session 2.5 on HuskyCT.

Topics:

- Identifying General Comments addressing Economic, Social & Cultural Rights
- The right to food in the United States: *A Place at the Table*

There are two parts to this online module:

1). Identify a “General Comment” adopted by one of the international human rights treaty bodies related to economic and social rights (ESR) that has direct bearing on the right to adequate housing, food, sanitation, water, or health. Ideally, this “General Comment” may be related to your own work or field experience. Review the general comment and prepare a powerpoint slide (just 1) that highlights briefly its relevance to social work or related fields. Send your powerpoint slide to Kathy Libal by email no later than October 30.

We will review how to identify General Comments during Sessions 1 and 2, and you can refer to the video on the module for 2.5 for a “refresher” on how to navigate the Office of the High Commissioner for Human Rights website.

2). Read the chapter by Libal & Harding (2015), watch a *Place at the Table*, and post a “Post First Discussion” on HuskyCT.

- ▲ Libal, K. & Harding, S. (2015). Building a movement to recognize food security in the United States as a human right. In *Human Rights-Based Approaches to Community Practice in the United States*. New York: Springer Publishers.
- ▲ *A Place at the Table*. This can be purchased from an online seller for a reasonable cost (including used copies) or can be rented on AmazonVideo for 3.99. There is also a copy of the film on reserve at the Hartford Public Library.

After you have completed the reading, watch *A Place at the Table* and in response to both write a 2-3 paragraph discussion post in which you critically discuss whether or not you regard food insecurity to be a human rights concern. Whatever your position on recognizing food as a human right, what concrete macro-oriented steps would you propose to address this widespread social problem (or human rights violation) in the United States? After you have posted your initial response, read a number of your colleagues’ posts and comment on at least one. Please aim to complete the initial post by October 23 and the response discussion post by October 30.

TOPICS:

- Rights to housing, health care, food, and water
- Making connections related to economic and social rights through the case of *Unsettled: Cambodian refugees in the NYC hyperghetto*
- Interdependence of rights: civil and political AND economic and social rights
- Connecting to rights of vulnerable populations: Women, children, ethnic/racial minority groups, sexual minorities, and the rights of persons with disabilities
- NGO advocacy “at home”
- Exploring General Comments as a resource for human rights-based practice

READ IN ADVANCE:

- ▲ Review: *International Covenant on Economic, Social and Cultural Rights* (ICESCR); *Convention on the Rights of the Child* (CRC); and *Convention on the Rights of Persons with Disabilities* (CRPD)
- ▲ Tang, E. (2015). *Unsettled: Cambodian refugees in the NYC hyperghetto*. Philadelphia: Temple University Press. (For this session read Chapters 2-5, pp. 52-134)
- ▲ Alston, P. (2017). The populist challenge to human rights. *Journal of Human Rights Practice*, 9, 1-15.
- ▲ Androff, D. A. (2015). *Practicing human rights*, Chapter 6, pp. 107-122. New York: Routledge.
- ▲ *Yogyakarta Principles: Principles on the Application of International Human Rights Law in Relation to Sexual Orientation and Gender Identity*. (2007). Accessed from: http://www.yogyakartaprinciples.org/principles_en.pdf
- ▲ Kim, H. S. (2010). UN disability rights convention and implications for social work practice. *Journal of Australian Social Work*, 63, 1, 103-116.
- ▲ Cox, C. & Pardasani, M. (2017). Aging and human rights: A rights-based approach with older adults. *Journal of Human Rights and Social Work*, First Online 16 August.
- ▲ National Law Center on Homelessness and Poverty (n.d.). *Human rights to human reality: A 10 step guide to strategic human rights advocacy*. Retrieved from: https://www.nlchp.org/documents/Human_Rights_to_Human_Reality

Session 3.5 (E-Session)

Migration – Vulnerable Journeys

Please complete the Online Module (including first discussion post related to the right to food) by Friday, November 17. The second response to your colleague(s) is due by Session 4, Dec. 2.

To do the module see the course content folder for Session 3.5 on HuskyCT.

Topics:

- Flight, border crossings, and vulnerabilities in transit

Readings and Documentary Short:

- ▲ Bauer, W. (2016). *Crossing the sea with Syrians on the exodus to Europe*. Los Angeles: High Wycombe.
- ▲ Mert, Y. (2016). Dangerous journeys: Violence against women migrants in Turkey. openDemocracy. Retrieved from <https://www.opendemocracy.net/5050/yasemin-mert/dangerous-journeys-women-migrants-in-turkey>
- ▲ Watch: *4.1 Miles* (21 min) (<https://www.nytimes.com/video/opinion/100000004674545/41-miles.html>)

Post-First Discussion Assignment:

After you have read the Bauer and Mert readings and watched *4.1 Miles*, post a 2-3 paragraph response to the readings that addresses the most important reflections or observations you have related to the “migrant/refugee crisis” of recent years. You may focus on this broader topic (most important reflections...) or you could respond to the following question:

- These resources highlight experiences of forced migrants seeking “refuge.” What examples of “agency” or ability to claim power or shape one’s life chances were exhibited in these texts and video? How might social workers, educators, or allied professionals support and amplify the voices of refugees and migrants seeking refuge?

Post your initial discussion by Friday, November 17. Then, read at least several colleagues’ posts and respond to at least one in a meaningful way by Wednesday, November 29. Make references to readings where relevant.

TOPICS:

- Rights of asylum seekers, refugees, and migrants
- European “migration crisis” and the global (social work) response
- The current politics of U.S. refugee resettlement
- Focus on vulnerable migrant groups (children, women, LGBTQI, persons with disabilities)

READ IN ADVANCE:*Rights of Refugees*

- ▲ Serena Parekh. 2016. “Moral Obligations to Refugees: Theory, Practice, and Aspiration.” *The Critique*. Available at: <http://www.thecritique.com/articles/moral-obligations-to-refugees-theory-practice-aspiration-2/>
- ▲ Villasana, D. (2016.). Picturing health: Challenges for Syrian refugees in Turkey. *The Lancet*, 388, 2096-2103.
- ▲ Human Rights Watch. (2015). *Europe’s refugee crisis: An agenda for action*. Author. Retrieved from <https://www.hrw.org/report/2015/11/16/europes-refugee-crisis/agenda-action>
- ▲ Khalifa, K. (2017). Living in a void: Life in Damascus after the Exodus. *The Guardian*. https://www.theguardian.com/world/2017/aug/22/living-in-a-void-life-in-damascus-after-the-exodus?CMP=share_btn_fb
- ▲ Tang, E. (2015). *Unsettled: Cambodian refugees in the NYC hyperghetto*. Philadelphia: Temple University Press. (For this session read Chapter 6 and Conclusion).
- ▲ Vongkhampra, E.G., Davis, C., & Adem, N. (2010). “The Resettling Process: A Case Study of a Bantu Refugee’s Journey to the USA.” *International Social Work*, 54(2), 246-57.
- ▲ New York Times. (2017, January 27). Full Executive Order text: Trump’s action limiting refugees into the United States. Retrieved from https://www.nytimes.com/2017/01/27/us/politics/refugee-muslim-executive-order-trump.html?mcubz=0&_r=0
- ▲ Harding, S. & Libal, K. (2017, February 23). The Trump administration's covert strategy for ending refugee resettlement. *Truthout*. Retrieved from <http://www.truth-out.org/op-ed/item/39584-the-trump-administration-s-covert-strategy-for-ending-refugee-resettlement>

Rights of Migrants

- ▲ Review the *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families*. (1990). New York, United Nations, December 18. Retrieved from <http://www2.ohchr.org/english/law/pdf/cmw.pdf>
- ▲ Humphries, B. (2004). An unacceptable role for social work: Implementing immigration policy. *British Journal of Social Work*, 34(1), 93-107.
- ▲ Pescinski, J. (2017, August 28). Humanitarian citizens: Breaking the law to protect human rights? Open Democracy. Retrieved from <https://www.opendemocracy.net/mediterranean-journeys-in-hope/janina-pescinski/humanitarian-citizens-breaking-law-to-protect-human->
- ▲ Zayas, L. H. (2015). Chapter 1, “Keeping silence,” pp. 1-26 and “Appendix B: Cancellation of removal cases: Practical information for mental health clinicians,” pp. 241-251. In *Forgotten citizens: Deportation, children, and the making of American exiles and orphans*. New York: Oxford University Press.