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**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 663**

**Women in a Global Context**

 **[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus on working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This course will cover a curriculum tailored to understanding Women in a Global Context, social development institutions, and women’s representation within then and in related media and social media. It builds the knowledge of relevance to students of social work, women’s studies, international studies, migration, and communication.

As the name suggests, the course is a deliberation on women’s perspectives, identities, and positioning globally. It reviews a broad range of readings and audio-visual material from across disciplines to explore the populations of women in the world and their political, social, and economic orientations. This course is both reading-intensive and creative in its approach. It examines the relationships between women’s status, a development institution, and social policy on poverty, women’s rights, violence, health and mental health, and environmental sustainability. The course analyzes the representation of women in reference to these issues in media and new media. The contrast between psycho-socio-economic realities and the well-being outcomes of women across developing worlds will be explored. This course will examine the characteristics and distribution of women across the globe, paying special attention to migration patterns to critically assess the effect of social ideas and expectations on women’s access to, participation in, and response to various social institutions including media.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 3.0: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Interest Blog  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Population and Policy critique  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | 8-Minute Audio podcast/ Documentary | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Class Participation through online posts  | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 5.0: Engage Diversity and Difference in Practice**

| **Assignment** | Interest Blog  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Population and Policy critique  | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | 8-Minute Audio podcast/ Documentary | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Class Participation through online posts  | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/osccr/pdfs/LUC-Community-Standards-2021-2022.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Assignment 1 – Feminist Policy Review: Pick a policy document and critically assess it** (20 + 25 points)

For this assignment, you will select a policy and its associated documents from either of the first two modules. You will need to summarize the policy’s key points, analyze it using the narrative analysis lens, and dwell on the specific contexts in which it could apply to women (e.g. “urban Indian women.”). You should ultimately eventually advocate for changes or critique the policy document, and your analysis should be informed by your interdisciplinary research of the topic you select. You will also receive a more detailed assignment sheet.

1. Consider the issue or problem as defined in the policy documents; the goals of the policy; its historical precedents; its administration; funding, and target population (eligibility and numbers); and any programs identified.
2. Describe the cultural context of the women affected by the policy (you can choose any group or subgroup).
3. Summarize the concerns expressed in any one media outlet (such as television, radio, or film) in the last year.
4. Identify the discrepancies between the women’s culturally situated identity and that of the policy document.
5. Advocate for the rights of women by suggesting changes to the policy, supporting it, or doing both – all from a feminist perspective.

You will present your analysis in two formats:

**PART A**

An Editorial Blog of 700 words

The language used in this blog should be conversational and easy to follow for someone with no background in social work or women’s studies. Include a summary that traces the history of the policy and its likely practical impact on people. References must be separately attached.

**PART B**

Investigative Review / Fact-checking Paper critiquing a policy - 8 pages (not including references).

**Assignment 2 – Creating an Audio Podcast** (40 points, approximately 8 minutes)

We will start working on the Audio Podcast early. It entails identification of the subject, reviewing rough cuts in class, and incorporating feedback, so that the final product is stellar! You will submit it for grading at the end of the semester.

You can Review some examples from:

* <http://thirdcoastfestival.org/library>
* <http://thirdcoastfestival.org/library/1186-rear-window-black-white-1954>
* <http://thirdcoastfestival.org/library/1178-coffee-and-cream>
* <http://thirdcoastfestival.org/library/1153-red-white-and-black-with-little-bit-of-gold>

You will need to identify a potential subject area.

**IMPORTANT**: The subject must be of relevance to a policy issue discussed in class and of relevance to global feminism, such as – work, health and mental health, violence, religion, and Relationships.

**NOTE** You will need to download and install the program audacity and Lame.

Here is link to Audacity. It is recommended that you use this program only for the Audio Podcast. It is free and user-friendly.

* Audacity: <http://audacity.sourceforge.net/download/>
* Lame: Lame\_v3.99.3\_for\_Windows.exe / Lame\_Library\_v3.98.2\_for\_Audacity\_on\_OSX.dmg (ZIP version here)
* Audacity Manual - <https://manual.audacityteam.org/man/tutorials.html>

**Class Participation – Online Posting on Readings and Documentaries (Shared on discussion board before the class begins each week)** (15 points)

The following prompts may be used to frame your reflective posts. An active and engaged post will be 250 to 500 words. The substance will matter more than the length of posts. These posts are to encourage classroom discussions.

What do you expect to see in this documentary? List three concepts or ideas that you might expect to see/read based on the title of the documentary/book

What was aesthetically appealing? Music/Live action/Narration/Voice over/Background noise/Special effects/ Interviews/dramatizations

What is/are the central message(s) of this reading/documentary? Be specific. Use an example from the documentary to support your choice.

**Rubric for Grading Assignments**

Article readings are all available through the Loyola library.

**All written assignments MUST be submitted through SAKAI prior to/or by 11:55 PM** on the date indicated on the course syllabus (due dates noted on both weekly class summaries and due date chart at end of syllabus). Any quiz that does not meet the standards for academic integrity will receive a zero. The second instance of academic dishonesty will result in a failing grade for the course. Any paper that shows evidence of plagiarism can be grounds for a failing grade for the course.

**Formatting and Citations:** Written work should be in 12-pt Times New Roman font, double-spaced, with a 1” margin. The number of pages for the assignment never includes the Title Page. All papers must be submitted in compliance with the most recent edition of the *Publication Manual of the American Psychological Association (APA style)* format unless directed otherwise by the instructor. Writing, especially client notes, letters, and reports, reflects on each of us and completes a record about our clients that remains at the agency for others to read. All notes and correspondence, including assessment forms and progress notes, should be well written, respectful, grammatically correct, and written with great care for the integrity of the social worker and the client. The written work for this class should reflect professional standards.

**Assignments are as follows (listed in order of due date):**

| **Assignment** | **DUE DATE** | **POINTS** |
| --- | --- | --- |
| 1. Editorial Blog
 | September 30 | 20 |
| 1. Population and Policy critique
 | November 27 | 25 |
| 1. 8 Minute Audio podcast/ Documentary
 | October 30 | 40 |
| 1. Class Participation through online posts on readings and documentaries (before the class begins)
 | Ongoing | 15 |
| **Total** |  | **100** |

**Late Submission Policy**

Late assignments lose 5% of their grade for every day late for the first 6 days. After one week if the assignment is not received, the assignment grade will be zero. Students may request a one-week extension under extenuating circumstances. Assignments that are turned in late may not receive instructor feedback upon grading.

**Syllabus Statement**

This syllabus is subject to change. The instructor reserves the right to make changes as needed. In case of changes to syllabus content, the instructor will send a written communication to all students letting them know of the changes. It’s the student’s responsibility to check the communication tools used in the class such as announcements, e-mails, or Sakai messages. This syllabus serves as a contract. By being registered in this course, students agree to accept the terms outlined in the syllabus.

**REQUIRED TEXT(S)**

THERE ARE NO TEXTBOOKS IN THE COURSE

All materials (with links) will be posted on Sakai and can be accessed through the LUC libraries. These include:

* E-Books
* Book Chapters
* Articles
* Policy documents
* International Policy Organizations like the UN
* Documentaries / Podcasts
* Social Media & New Media
* Media - Magazine and newspaper stories

**RECOMMENDED TEXT(S)**

[List the recommended text(s) here]

**COURSE SCHEDULE**

**Module 1 – Orientation to the Course, Philosophies, and Context**

**Date**

**Description**

This module provides an overview of the course to class participants. In this first session, a broad overview of feminism and social development will be provided. Students will be introduced to the global sense of social problems for women.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Reflect on global trends in women’s rights
2. Assess and discuss the contribution of postcolonial feminism to women’s issues and rights.

**Required Resources**

* E-Book: Hershatter, G. (2007). Women in china's long twentieth century. Retrieved from <https://ebookcentral.proquest.com>
* Deconstructing gender and development paradigm for identities of women, virtual issue of International Journal of Social Welfare titled American social research in an international perspective February 2008.
* Gunnarsson, Lena. "A Defence of the Category ‘women’." Feminist Theory 12.1 (2011): 23-37. Web.

**Module 2 – Key Concepts from International Development, Anthropology, Media Literacy, and Feminist Policy Analysis**

**Date**

**Description**

This week we will compare key concepts from an interdisciplinary perspective that impact global social development policies that impact women. Also, the representation of women in social problems will be examined using an interdisciplinary lens.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Assimilate core concepts such as identity from an interdisciplinary perspective.
2. Review and assess the role of culture and media in social policy.
3. Develop skills in media literacy and documentary reviewing.

**Required Resources**

* Book: Visvanathan, Duggan, L., Wiegersma, N., & Nisonoff, L. (2011). The Women, Gender and Development Reader. (2nd ed.). Zed Books Ltd. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213708827602506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

## Susan Archer Mann. (2013). Third Wave Feminism's Unhappy Marriage of Poststructuralism and Intersectionality Theory. Journal of Feminist Scholarship, (4), 54-73.

* Michel, S. (2014). Introduction, special issue of Global Social Policy on women and international organizations in the late 20th century. Global Social Policy, 14(2), 157–162. <https://doi.org/10.1177/1468018114525256>
* Quataert, J. H. (2014). A knowledge revolution: Transnational feminist contributions to international development agendas and policies, 1965–1995. Global Social Policy, 14(2), 209–227. <https://doi.org/10.1177/1468018113511835>
* Dutta, U. (2016). Prioritizing the Local in an Era of Globalization: A Proposal for Decentering Community Psychology. American Journal of Community Psychology, 58(3-4), 329-338.

## Module 3 – Media, New Media, and Policy Advocacy

## Date

## Description

## This week’s focus will be on understanding the different types of media and new media. Their history and progression and impact on social policy debates.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe and discuss on tools for advocacy and their use in media and new media.
2. Develop skills in assessing new media as a tool.
3. Create social media and new media content that relates to social policy on women.

**Required Resources**

* E-Book: Rohlinger. (2019). New Media and Society. New York University Press. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213806175402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&isFrbr=true&tab=Everything&lang=en>
* Brunskill, David. "Social Media, Social Avatars and the Psyche: Is Facebook Good for Us?" Australasian Psychiatry 21.6 (2013): 527-32.
* Callaghan, K., & Schnell, F. (2009). Who says what to whom: Why do messengers and citizen beliefs matter in social policy framing? The Social Science Journal, 46(1), 12-28.

## Module 4 – Figuring out Audio Documentary as a Tool in Audacity Lab

## Date

## Description

## This week’s focus will be on learning rudimentary skills in Audacity and understanding the creation and role of audio documentaries and podcasts.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. List and describe the steps in the use of audacity software to create audio products.
2. Gain skills in reviewing and analyzing an audio documentaries
3. Identify and categorize different audio media products.

**Required Resources**

## Gatua, M., Patton, T., & Brown, M. (2010). Giving Voice to Invisible Women: “FIRE” as Model of a Successful Women's Community Radio in Africa. Howard Journal of Communications, 21(2), 164- 181. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_10646171003727441&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

## Hiitola, B. (2010). Get started with Audacity 1.3 create your own podcasts, edit music, and more with this open-source audio editor (From technologies to solutions). Birmingham [England]: Packt Pub. <https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51174574950002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US>

## WEBLINKS

## <https://www.cbc.ca/radio/docproject/blog/storytelling-through-sound-making-radio-sound-real-1.3440137>

## <http://realityradiobook.org/hearing-the-documentaries>

## Module 5 – Learning UN Terminology around Women through PROJECT Work Review of UNWomen

**Date**

**Description**

This week’s focus will be on reviewing and assessing the work of UNWomen – an organization that works on women and global social policy.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify UN-based organizations and give examples of their work with women.
2. Articulate familiarity with global social development policy terms
3. Demonstrate basic skills in reviewing data and development based statistics.

**Required Resources**

## <https://data.unwomen.org/resources>

## Razavi, Shahra. "Progress of the World’s Women 2019-2020: Families in a Changing World." The United Nations Entity for Gender Equality and the Empowerment of Women. March 2019. <https://www.unwomen.org/en/digital-library/progress-of-the-worlds-women>

## Module 6 – Narrative in Policy

**Date**

**Description**

This week focus will be on understanding the narratives and their roles in policy construction. Also, Global Health Policy and women’s health as a global social problem will be examined.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Recognize and discuss the role of culture in narrative and identity of women.
2. Explain women’s health as a social problem.
3. Discuss broad themes in global women’s health research.

**Required Resources**

* **Book**: Hurwitz, Greenhalgh, T., & Skultans, V. (2004). Narrative research in health and illness. BMJ Books. <https://doi.org/10.1002/9780470755167>
* McNeil, D.G. Jr. (2011, April 25). Height: Very poor women are shrinking as are their chances at a better life. Retrieved from <http://www.nytimes.com/2011/04/26/health/26global.html?_r=2>
* Bonini, T. (2011). The media as ‘home-making’ tools: the life story of a Filipino migrant in Milan. Media, Culture & Society, 33(6), 869-883. doi:10.1177/0163443711411006
* Kamat, V. (2008). This Is not Our Culture! Discourse of Nostalgia and Narratives of Health Concerns in Post-Socialist Tanzania. Africa: The Journal of the International African Institute 78(3), 359-383. Cambridge University Press. Retrieved August 26, 2013, from Project MUSE database. <http://muse.jhu.edu/journals/africa_the_journal_of_the_international_african_institute/v078/78.3.kamat.html>
* Frank, E. (2009). Shifting Paradigms and the Politics of AIDS in Zambia. African Studies Review 52(3), 33-53. Cambridge University Press. Retrieved August 26, 2013, from Project MUSE database. <http://muse.jhu.edu/journals/african_studies_review/v052/52.3.frank.html>

## Module 7 – Qualitative and Motivational Interview

**Date**

**Description**

This week focus will be qualitative research and its contribution to policy. Also, the techniques of motivational interviewing and its uses in working with women will be covered.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss qualitative research on women’s policies globally.
2. Develop rudimentary skills in motivational interviewing.
3. Review audio documentaries as qualitative content sites.

**Required Resources**

* **Book**: Brinkmann. (2013). Qualitative interviewing. Oxford University Press. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213630708802506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInstitution&tab=LibraryCatalog&lang=en>
* Listening to Audio Documentaries: Hossian, A. (2011, October 25). Peace unveiled—An interview with Afghan Women’s Rights activist Hasina Safi. Ms. Magazine Blog. Retrieved from <http://msmagazine.com/blog/blog/2011/10/25/peace-unveiled-an-interview-with-afghan-womens-rights-activist-hasina-safi/>

## Module 8 – Health and Poverty – World Health Organization & HIV AIDS and Women Circumcision

**Date**

**Description**

This week focus will be understanding the issues of HIV AIDS and Female Circumcision and the impact of poverty on health. Additionally, the role of WHO will be covered as global social policy organization.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the role of poverty in health.
2. Explain the work of WHO with people in poverty.
3. Identify core issues in health problems of HIV AIDs and Female Circumcision from Women’s perspective.

**Required Resources**

* Documentary**:** Grotenhuis, W. (Director), & Van Ditshuyzen, I. (Producer). (2006). *AIDS: The Woman's Story* [Video file]. Filmakers Library. Retrieved from Alexander Street database.
* Woldemicael, G. (2009). Female Genital Cutting in Contemporary Eritrea: Determinants, Future Prospects, and Strategies for Eradication. Eastern Africa Social Science Research Review 25(2), 1-29. Organization for Social Science Research in Eastern and Southern Africa. Retrieved August 26, 2013, from Project MUSE database. [http://muse.jhu.edu/journals/eastern\_africa\_social\_science\_research\_review/v025/25. 2.woldemicael.html](http://muse.jhu.edu/journals/eastern_africa_social_science_research_review/v025/25.%202.woldemicael.html)
* Kunnie, J. (2013). Restoring Africa's Heartland: Earth, Women, Culture, and Community. *Journal of Black Studies,* *44*(4), 426-448.   <https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_jstor_archive_124572938&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US>
* Bellows, A. C., Lemke, S., Jenderedjian, A., & Scherbaum, V. (2015). Violence as an Under-Recognized Barrier to Women’s Realization of Their Right to Adequate Food and Nutrition: Case Studies From Georgia and South Africa. Violence Against Women, 21(10), 1194–1217. <https://doi.org/10.1177/1077801215591631> <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_sage_s10_1177_1077801215591631>

## Module 9 – Work and Education in Women and Gender Paradigm, & Asian Development Bank

**Date**

**Description**

This week focus will be understanding the Work of Asian Development Bank (ADB) as a social policy organization. The scope of work education and labor to be tools of women’s empowerment will be also covered in this week.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the role of ADB
2. Discuss Role of work and employment as tools for women’s empowerment.
3. Describe the social problem of education for women.

**Required Resources**

* Documentary: Ferraro, G. (director), & Ferraro, G. (Producer). (2000). *Sixteen Decisions* [Video file]. Berkeley Media. Retrieved from Alexander Street database
* Trent, K. & South, S. J. (2011). Too Many Men? Sex Ratios and Women's Partnering Behavior in China. Social Forces 90(1), 247-267. Oxford University Press. Retrieved August 26, 2013, from Project MUSE database. <http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=95750588&site=ehost-live>
* Ahmed, F. E.(2011). Ijtihad and Lower-Middle-Class Women: Secularism in Rural Bangladesh. Comparative Studies of South Asia, Africa and the Middle East 31(1), 124- 132. Duke University Press. Retrieved August 26, 2013, from Project MUSE database. <http://muse.jhu.edu/journals/comparative_studies_of_south_asia_africa_and_the_middle_east/v031/31.1.ahmed.html>
* Afary, J. (2004). The Human Rights of Middle Eastern & Muslim Women: A Project for the 21st Century. Human Rights Quarterly 26(1), 106-125. The Johns Hopkins University Press. Retrieved August 26, 2013, from Project MUSE database. <http://www.jstor.org/stable/10.2307/20069718>
* <http://muse.jhu.edu/journals/frontiers/v024/24.1pho.html>
* Amato, P. R. & Maynard, R. A. (2007). Decreasing Nonmarital Births and Strengthening Marriage to Reduce Poverty. The Future of Children 17(2), 117-141. Princeton University. Retrieved August 26, 2013, from Project MUSE database. <http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=26701364&site=ehost-live>
* Joseph, & Lundström. (2013). Gender, culture and work in global cities: Researching ‘transnational’ women. *Women's Studies International Forum,* *36*(SI), 1-4.  <https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sciversesciencedirect_elsevierS0277-5395(12)00133-1&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US>

## Module 10 – Discrimination and Violence against women & (Convention on the Elimination of all forms of Discrimination Against Women) CEDAW

**Date**

**Description**

This week focus will be understanding the policy document on CEDAW. (Convention on the Elimination of all forms of Discrimination Against Women). The approaches to reviewing and analyzing it using feminist policy analysis will also be covered this week.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine the history of CEDAW policy
2. Describe and discuss CEDAW as a policy for women.
3. Identify and describe the steps in doing feminist policy analysis.

**Required Resources**

* Documentary: Silence and Complicity - Violence Against Women in Peruvian Public Health Facilities. Anonymous Filmakers Library, 2000. <https://video.alexanderstreet.com/watch/silence-and-complicity-violence-against-women-in-peruvian-public-health-facilities>.
* Moghadam, V. M.(1999). Revolution, Religion, and Gender Politics: Iran and Afghanistan Compared. Journal of Women's History 10(4), 172-195. The Johns Hopkins University Press. Retrieved August 26, 2013, from Project MUSE database. <http://muse.jhu.edu/journals/journal_of_womens_history/v010/10.4.moghadam.pdf>
* Hudson, V. (2011-12). What Is the Relationship between Inequity in Family Law and Violence against Women? Approaching the Issue of Legal Enclaves. Politics & Gender, 7(04), 453-492.doi:10.1017/S1743923X11000328
* Pho, T. & Mulvey, A. (2003). Southeast Asian Women in Lowell: Family Relations, Gender Roles, and Community Concerns. Frontiers: A Journal of Women Studies 24(1), 101-129. University of Nebraska Press. Retrieved August 26, 2013, from Project MUSE database.
* Chowdhury, E. H. (2005). Feminist Negotiations: Contesting Narratives of the Campaign against Acid Violence in Bangladesh. Meridians: feminism, race, transnationalism 6(1), 163-192. Indiana University Press. Retrieved August 26, 2013, from Project MUSE database. <http://muse.jhu.edu/journals/meridians/v006/6.1chowdhury.html>
* Owusu-Addo, Ebenezer, Owusu-Addo, Sally, Antoh, Ernestina, Sarpong, Yaw, Obeng-Okrah, Kwaku, and Annan, Grace. "Ghanaian Media Coverage of Violence against Women and Girls: Implications for Health Promotion." BMC Women's Health 18.1 (2018): 1-11. Web.

**Module 11 – Mental Health in Latin America & Pan American Health Organization *-* PAHO**

**Date**

**Description**

This week’s focus will be on understanding the Work of the Pan American Health Organization (PAHO) as a social policy organization. The scope of mental health as a women’s global problem and PAHO’s work.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the role of PAHO
2. Discuss global policy approaches in mental health for women.
3. Discuss the social problem of women’s mental health.

**Required Resources**

## Book: Grey, Harvette, et al. Cultural Considerations in Latino American Mental Health. Oxford University Press, 2015. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213740631902506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

## Documentary: Kamanchek, A., & Frazão, F. (Directors), & Kamanchek, A., Biau, C., Frazão, F., Kakuda, L., & Lemes, J. (Producers). (2018). Chega De Fiu Fiu [Video file]. Pragda. Retrieved from Alexander Street database

* Rudolph, Jennifer Domino. (n.d.). Masculinities. In *The Routledge Companion to Latino/a Literature* (Routledge Companions, pp. 67-74). New York, NY: Routledge.  <https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_mla2013380706&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US>
* Manzano, V. (2009). The Blue Jean Generation: Youth, Gender, and Sexuality in Buenos Aires, 1958–1975. Journal of Social History 42(3), 657-676. Oxford University Press. Retrieved August 26, 2013, from Project MUSE database. <http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=38334449&site=ehost-live>
* Jandt, F., & Hundley, H. (2007). Intercultural Dimensions of Communicating Masculinities. *Journal of Men’s Studies,* *15*(2), 216-231.  <https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_proquest222610746&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US>
* *The Politics of Sexuality in Latin America*. (2010). University of Pittsburgh Press. <https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_jstor_books10.2307/j.ctt5vkfk6&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US>

## Module 12 – Women Organizing for Change, Documenting Local Resistance and Social Advocacy

**Date**

**Description**

This week focus will be on women’s organizing and social movements. There will also be a review of approaches in social advocacy in social global policy

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine the history of global women organizing.
2. Assimilate approaches in women’s social advocacy globally.
3. Reflect on social movements contribution to women’s rights

**Required Resources**

## Documentary: Boscán, M. R., & Palmar, D. (Directors). (2010). *Indigenous Women and Other Forms of Wisdom* [Video file]. Cineminga. Retrieved from Alexander Street database.

## Books: Brooks, Ethel Carolyn. Unraveling the Garment Industry Transnational Organizing and Women’s Work. University of Minnesota Press, 2007.<https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213572172202506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

* Kabeer, Naila, et al. Organizing Women Workers in the Informal Economy: Beyond the Weapons of the Weak. NBN International, 2013.
<https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_askewsholts_vlebooks_9781780324548&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Mutua, Makau. Human Rights NGOs in East Africa: Political and Normative Tensions . University of Pennsylvania Press,, 2013, <https://doi.org/10.9783/9780812203936>.
<https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99213576767802506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

## Module 13 – Women Across Religious and Spiritual Traditions – Hinduism, Islam, Buddhism, Confucianism

**Date**

**Description**

This week focus will be understanding spiritual and religious traditions of women globally. It will compare the different approaches and global trends within them.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Reflect on identity in the spiritual/religious traditions.
2. Discuss women’s identity in different traditions.
3. Discuss the construction of intersectional identity for women.

**Required Resources**

* Documentary: [Divorce Sharia Style](http://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1784704) written by Masood Khan; produced by Faction Films (New York, NY: Filmakers Library, 2008), 49 mins
* Ahmed, F. E. (2011). Ijtihad and Lower-Middle-Class Women: Secularism in Rural Bangladesh. Comparative Studies of South Asia, Africa, and the Middle East 31(1), 124-132. Duke University Press. Retrieved August 26, 2013, from Project MUSE database. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_museS1548226X11100221>
* Afary, J. (2004). The Human Rights of Middle Eastern & Muslim Women: A Project for the 21st Century. Human Rights Quarterly 26(1), 106-125. The Johns Hopkins University Press. Retrieved August 26, 2013, from Project MUSE database. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_gale_legal121015877>
* Moghadam, V. M. (1999). Revolution, Religion, and Gender Politics: Iran and Afghanistan Compared. Journal of Women's History 10(4), 172-195. The Johns Hopkins University Press. Retrieved August 26, 2013, from Project MUSE database. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_proquest60074545>
* Kaul, Vijay Kumar. "India’s Diversity and Globalization: Unifying Forces and Innovation." Emerging Economy Studies 1.2 (2015): 131-62. Web. <https://loyola-primo.hosted.exlibrisgroup.com/permalink/f/16h7vb8/TN_sage_s10_1177_2394901515599116>

## Module 14 – Portfolio Including Audio Documentary Presentations & Peer Review

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

**Websites**

**Other**