Title: Social and Economic Justice

I. Catalogue Description:

Explores social and economic justice with connections to minority status and oppression. 3 credit hours.

II. Prerequisites:

SW110 or concurrent with SW110 with the permission of the instructor.

III. Course Objectives: By the end of the semester students will be able to

A. Articulate how the pursuit of social and economic justice is grounded in the core values and the historical mission of social work.

B. Understand the basic concepts of social and economic justice including oppression, discrimination, exploitation, privilege, and power as they apply to populations-at-risk and their access to resources.

C. Describe the basic dynamics of capitalism, the tendency toward exploitation, oppression and unjust resource distribution inherent in laissez faire, free markets and the impact of these factors on populations at risk.

D. Appreciate the historical and ongoing struggle for equality and civil rights in regard to women, age, race, culture, family structure, disabilities and sexual orientation and the interconnections between at-risk-status, democracy and political power.

E. Understand the interrelations between domestic systems and the global economy, with particular emphasis on patterns of social and economic injustice that have been emerging through international policy mechanisms.

F. Analyze the dynamics of risk factors for various at-risk-populations and formulate appropriate strategies to empower these populations, including social welfare policy interventions at all levels (including global), advocacy, and community organizing.
IV. **Expectations of Students:**

A. Social work students are expected to identify with the basic social work values that are central to the class, including social and economic justice and diversity.

B. Students are expected to attend all classes, complete all assignment in a timely manner and actively participate in class.

(Students are highly encouraged to participate in advocacy and social action through participation in a range of activities offered outside of the class, including service learning.)

V. **Course Content**

Unit A: An overview of social work values and concepts related to social and economic justice (2 hours).

Unit B: Capitalism and oppression (6 hours)

1. Oppression and capitalism
2. The labor struggle in the United States
3. A comparison of Free Market values with social justice values.
4. An introduction to at risk populations, distributive justice and inequitable resource allocation related to the domestic economy of the United States
5. An overview of historical policy interventions

Unit C: Democracy: the concepts and interconnections with social, civil, and economic justice (4 hours).

1. The egalitarian ideal
2. Participation and information
3. Threats to democracy
   a. Structures of oppression
b. Power and politics

c. The media.

Unit D: The new global economic context (9 hours)

1. The statistics and trends in the global distribution of goods and services

2. Global oppression and exploitation
   a. Debt
   b. Sweatshops
   c. Food and water distribution
   d. Indigenous cultures and consumerism

3. Interconnections with domestic social and economic justice issues
   a. Immigration
   b. Labor

4. International or global policy mechanism and strategies for intervention.

5. Global democracy, sovereignty and the interconnections with social and economic justice.

Unit E: Human rights, civil rights, and the interconnections with economic justice (14 hours).

1. The universal declaration of human right, a global ideal

2. Factors contributing to at-risk status.

3. Women and children in poverty

4. Native Americans and Indigenous rights

5. Women's issues (including family structure)

6. African Americans
7. Latino, Latina and Hispanic issues

8. Asian issues

9. Age

10. Disabilities

11. Sexual Orientation

Unit F. Strategies for intervention and empowerment (10 hours)

a. Policy analysis and advocacy

b. Political and social action

c. Community organizing

V. **Textbooks:**


VI. **Basis for Student Evaluation.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>3 tests @ 100 each</td>
<td>300</td>
</tr>
<tr>
<td>5 online discussions at 15 each</td>
<td>75</td>
</tr>
<tr>
<td>12 weekly quizzes at 10 each</td>
<td>120</td>
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<tr>
<td>Classroom participation</td>
<td>55</td>
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<td></td>
<td>550</td>
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VII. Bibliography (in progress)


