

Global Citizen Interdisciplinary Seminar

Fall Semester, 2016

Time: **Thursday, 3:30-6:00 p.m.**

Location: Main campus

Instructors: Margaret Lombe (SSW), Mary Holper (LAW), André Brouillette (STM)
Email / Phone / Office / Office hours

Course description:

Today's world is a maelstrom of cultures, languages, races, issues, perspectives, hopes, and challenges. One could withdraw into the comfortable confines of one's own culture, nationality, ethnicity, even one's own discipline, but the global citizen-professional is called to live up to the challenge by knowing how to read the world and how to be a positive agent in it. In this course, we will look at some burning issues of our time: e.g., poverty, ecology, migration, refugees. This exploration will be achieved in an interdisciplinary manner by combining the cross-perspectives of social work, law, and theology. To bring depth to our reflection, a special attention will be given to agent herself/himself called to face world issues through the existential notions of mission, values, and purpose/vocation. Furthermore, the seminar will feature a special interest in the situation of Haiti, which will act as a case study. An optional service trip to Haiti will be offered over the winter break for students to explore firsthand some issues treated in the seminar.

Outcomes:

- Raise awareness and understanding of interrelated global issues (poverty, environment, migration) through interdisciplinary perspectives (social work, law, theology);
- Collaborate with students from other disciplines;
- Inspire and foster the personal, academic, and existential engagement of the students for their neighbors and the world.

Knowledge:

The course is designed to enable the student to acquire knowledge and understanding of the following:

- The historical underpinnings of human rights tenets, global justice, and practical ways organizations incorporate a "rights-based" approach into their policy and work
- The ability to express a commitment to global perspectives
- The role of religion in understanding and tackling global issues.

Skills:

At the conclusion of this course, each student will have developed skills in the following:

- Effective collaboration with other disciplines on global issues (e.g. poverty, environment, and migration)
- Self-reflection on one's personal life, commitment, values, and practices
- Research and writing in an interdisciplinary setting
- Critical analysis of texts and situations

Values:

The course promotes the following professional values:

- Appreciation of the ability to adapt practice to diverse ethnic, cultural and religious/spiritual contexts
- Appreciation of the ability to adapt one's own cultural context to that of each diverse group
- Appreciation of the practice paradigm in working with individuals and organizations that arises from a human rights and social justice perspective
- Appreciation of knowledge base and values of diverse cultures

Pedagogy:

Class size: 20 students, divided equitably among the three schools.

General structure of class sessions: The class structure will take the form of a main lecture (50 minutes) presented by the lead professor for that week. This will be followed by a complement from the two professors (10 minutes total). Students will then organize into small interdisciplinary discussion groups composed of 5 students. Group discussion will take 30 minutes and will be followed by a plenary discussion (30 min.). 10 minutes will be reserved for other businesses. Twice during the course of the semester, a guest speaker will lead a lecture upon invitation.

A week-long field trip to Haiti through the Dominican Republic, in January, 2017, will be an *integral* part of the course. The trip will be partially subsidized.

Instructor's Role:

The instructors are responsible for the learning environment and course content. The instructors will grade all assignments and provide appropriate feedback in a timely manner. As indicated, lecture/discussion format will be used in regular class sessions, interspersed with group and student discussions. The instructors have regular office hours and will be available to meet by appointment in certain cases. Students are encouraged to actively engage in discussion with each other and the instructors throughout the course.

Student's Role:

Class Attendance and Participation

The collaborative nature of learning in this class requires that students keep up with assignments and attend all class sessions. It is the student's responsibility to seek guidance and feedback from the instructors as needed. Students are also expected to participate in class discussion; 15 percent of the overall grade will be assigned to class participation as assessed by the instructors.

Academic Honor:

Academic honesty in the composition of assigned papers is expected. If problems do arise for a student regarding any aspect of the course, please talk with the instructor so that the problem/s may be remedied. Violation of academic honesty in the preparation of papers (e.g., plagiarism) will result in notification to the associate Dean for Academic Affairs and the Registrar's office.

Assignments:

Students are provided several opportunities to show growth and success in meeting the learning objectives of this course. Structured classroom exercises and discussion forums offer weekly opportunities for students to critically examine global issues and to demonstrate ability to interpret and apply concepts to contemporary practice areas. Additionally, mid-term and final assignments are required of all students.

Students will demonstrate mastery of the following concepts in their assignments:

- Applying fundamental human rights theory and dimensions of humanitarianism in their response to social issues in an international context
- Integrating cultural competency and values in assessing and intervening with global populations, communities and individuals.

The course offers three specific assignments:

1. **Group project:** paper on Haiti: background/context: issues for global professional. Length: maximum 15 pages. Due date: early October. The papers will be posted online, and all students will be invited to read the paper of at least one other group and comment on it (evaluation as part of participation). Evaluation by the three instructors. [20%]
2. **Research paper:** Each student chooses a theme s/he would like to explore in more depth in the global interdisciplinary perspective. After the submission of the proposal, a fellow student would be asked to offer advice/comments on it. Length: 20+ pages. Due date: for the proposal: by week 4; for the paper: by week 11. Evaluation mainly by one instructor acting as mentor. [50 %]

3. **Final self-reflection:** Length: 5 pages. Due date: last day of class. Evaluation by the three instructors. [15 %]

Class Participation: preparedness and contribution to small group discussion, plenary discussion, as well as online contributions (e.g., peer-reviewed comments to another group's project, comments to another student's paper). Evaluation by the three instructors. [15 %]

Required reading material:

Locating Course Readings

Books, journal articles and other readings are placed on reserve by the library personnel. To locate the readings, use the Course/Online Reserves catalog, which can be viewed from the link in your course Canvas site or from the BC Libraries Holmes catalog. Each department has a link to CANVAS and HOLMES.

Books

Whenever possible, all books mentioned in course syllabus are placed on reserve for 2-hour use in the libraries. Most required books are also on reserve at the off-site campus libraries. If no more than two chapters of a particular book are assigned as required reading for the course, those chapters may also be available as PDF files in the Course/Online Reserves catalog.

Journal Articles

All journal articles listed as required readings in the course syllabus can be accessed online in full text in the Course/Online Reserves catalog. Articles which are designated as supplemental or recommended readings are usually not available in the Course/Online Reserves catalog. Contact the library staff for assistance in locating those articles

Request for Disability Accommodations:

If you have a disability (learning disabilities or ADHD) and will be requesting accommodations for this course, please register with Kathy Duggan, (617) 552-8093, or kathleen.duggan@bc.edu, Associate Director, Academic Support Services, The Connors Family Learning Center. For all other disabilities, register with Paulette Durrett, (617) 552-3470, or paulette.durrett@bc.edu, Assistant Dean for Students with Disabilities in the Office of the Dean for Student Development. Advance notice and appropriate documentation are required for accommodations.

You may also contact the dean of your department: For *Social Work*: Teresa Schimer, Associate Dean, Academic and Student Services, (617) 552-4762 or ttouheys3@bc.edu, if you want clarification on specific procedures related to such requests. For the *School of Theology and Ministry*: Jennifer Bader, Associate Dean, Academic Affairs, (617) 552-4478, or jennifer.bader@bc.edu. For *LAW*: Maris Abbene, Associate Dean for Academic, Career and Student Services, (617) 552-4348, or abbene@bc.edu.

General outline:

Week 1	All	Introduction: The global professional
PART ONE: BEING IN THE WORLD: ATTITUDES, VALUES, BASICS		
Week 2	André	Being in the World: Ignatian insights
Week 3	Margaret	Enculturation/Cultural Humility
Week 4	Mary	Fundamental Rights (Human Rights)
PART TWO: SEEING THE WORLD: POVERTY AND ENVIRONMENT		
Week 5	Margaret	Poverty and Inequality
Week 6	<i>Guest speaker</i>	(Suggested Topic: Poverty or Environment)
Week 7	André	(Re)thinking Creation: from dominion to stewardship
Week 8	Margaret	Food Security and Environmental Justice
PART THREE: SEEING THE WORLD: MIGRANTS AND REFUGEES		
Week 9	Mary	Citizenship and International Migration
Week 10	André	Catholic Social Teaching and Engagement with Refugees
Week 11	<i>Guest speaker</i>	(Suggested Topic: Migration and Refugees)
Week 12	Mary	Asylum and Refugee Issues
Conclusion: Changing the world		
Week 13	All	

Calendar of lectures and readings

Note: The readings presented here will likely evolve as the seminar draws near and as the Instructors wrap up their preparation. They will try to integrate readings from the three disciplines within a given week.

Week 1: Introduction: The Global Professional: (Mary, Margaret, André)

The lecture focuses on the concept of global professionalism. A brief overview of roles, responsibilities, attitudes, and values of a global citizen are discussed.

Readings:

Robert O'Neill (May 23, 2012). The Value of Global Citizenship. Retrieved from <http://www.hks.harvard.edu/news-events/news/articles/the-value-of-global-citizenship>

Other readings: TBA

I) BEING IN THE WORLD: ATTITUDES, VALUES, BASICS

Week 2: Being in the World: Ignatian insights: (André)

Readings:

Ignatius Loyola, *Spiritual Exercises* (excerpts; e.g., Principle and Foundation, Call of the King)

Pedro Arrupe, "Men and Women for others" (1973)

35th General Congregation of the Society of Jesus, "Decree 3: On Mission" (2008)

Two other things (TBA), one about the 'Examen', another about the sense of vocation

Week 3: Enculturation/Cultural Humility: (Margaret)

The session focuses on understanding enculturation and cultural humility with respect to the global professional. The following are highlighted:

- Global citizenship as a cross-cultural encounter
- Cultural relativism and universalism

Required Readings:

Foster, J. (2009). Cultural humility and the importance of long-term relationships in international partnership. *Journal of Obstetric Gynecologic and Neonatal Nursing*, 31(1), 100-107.

Hook, J. N., Davis, D. E., Owen, J., Worthington Jr., E. L., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology*[®]. doi:10.1037/a0032595

Jones, N. A., & Bullock, J. (2012) *The two or more races population: 2010* (PDF, 2.23MB). 2010 Census Briefs:

<http://www.census.gov/prod/cen2010/briefs/c2010br-13.pdf>

Healy, L. (2007). Universalism and cultural relativism in social work ethics. *International Social Work* 2007; 50; 11-26.

Supplemental Readings:

Healy, L. M. & Link, R. J. (Eds.). (2012). *Handbook of international social work: Human rights, development, and the global profession*. New York, NY: Oxford University Press.

Glassman, R. M., Swatos, W. H., Jr., & Denison, B. J. (2004). *Social problems in global perspective*. Lanham, MD: University Press of America.

Week 4: Fundamental Rights (Human Rights) (Mary)

Required Readings:

Katherine Young, Introduction: The Path to Transformation, *CONSTITUTING ECONOMIC AND SOCIAL RIGHTS* (OXFORD UNIV. PRESS 2012) (25 pp. with footnotes)

Excerpts from Eric A. Posner, *Human Welfare, Not Human Rights*, 108 Colum. L. Rev. 1758, 1765 (2008) (5 pp with footnotes)

Excerpts from Mary Ann Glendon, *A World Made New* (2001), in Philip Alston and Ryan Goodman, *International Human Rights in Context* 146 (Oxford Univ. Press 2013) (4 pp, no footnotes)

Excerpts from Makau Mutua, *The Complexity of Universalism in Human Rights*, *Human Rights with Modesty*. András Sajó ed. (2004), in Philip Alston and Ryan Goodman, *International Human Rights in Context* 149 (Oxford Univ. Press 2013) (1p, no footnotes)

Excerpts from Makau Mutua, *Human Rights and The African Fingerprint*, *Human Rights: A Political and Cultural Critique* (2002), in Philip Alston and Ryan Goodman, *International Human Rights in Context* 521 (Oxford Univ. Press 2013) (4pp, no footnotes)

Universal Declaration of Human Rights (1948)

African Charter on Human and Peoples' Rights (1986)

Supplemental Readings:

Excerpts from Sally Engle Merry, *Human Rights and Gender Violence* (2006), in Philip Alston and Ryan Goodman, *International Human Rights in Context* 538 (Oxford Univ. Press 2013) (4pp, no footnotes)

Susan Marks and Andrew Clapham, *Housing*, *International Human Rights Lexicon* Oxford Univ. Press (2005) (12 pp with footnotes) (Example of positive rights: international human rights law related to the right to housing)

Susan Marks and Andrew Clapham, *Torture, International Human Rights Lexicon* Oxford Univ. Press (2005) (24 pp with footnotes) (Example of negative rights: international human rights law related to torture)

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II) SEEING THE WORLD: POVERTY AND ENVIRONMENT

Week 5: Poverty and inequality (Margaret)

Required Readings:

World Bank. (2015). Poverty: Retrieved: <http://www.worldbank.org/en/topic/poverty>

Overview of Global Poverty: Retrieved:

<http://www.worldbank.org/en/topic/poverty/overview>

World Bank. (2013). The State of the World's Poor: Where are the Poor and where are they the Poorest? Retrieved:

http://www.worldbank.org/content/dam/Worldbank/document/State_of_the_poor_paper_April17.pdf

United Nations. (1966). *International Covenant on Economic, Social and Cultural Rights*. Retrieved from:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

Cord, L., Genoni, M. & Rodríguez-Castelán, C. (2015). Shared Prosperity and Poverty Eradication in Latin America and the Caribbean.

United Nations. (2000). *Millennium development goals*. Retrieved from <http://www.un.org/millenniumgoals/>

Milanovic, B. (2011). Global Inequality: From Class to Location, from Proletarians to Migrants. Retrieved from <http://dx.doi.org/10.1596/1813-9450-5820>

Nadia Belhaj Hassine and Albert Zeufack (2015). Inequality of Outcomes and Inequality of Opportunity in Tanzania. Retrieved from: <http://dx.doi.org/10.1596/1813-9450-7260>

M., Grosh, M., Bussolo & S., Freije (2014). *Changes in Poverty and Inequality in Latin America during the Great Recession: Understanding the Poverty Impact of the Global Financial Crisis in Latin America and the Caribbean* (pp. 59–114).

World Bank (2012) Latin America and the Caribbean Poverty and Labor Brief, August 2012: The Effect of Women's Economic Power in Latin America and the Caribbean.

Supplemental Readings:

World Bank (2008). Global poverty and inequality: A review of the evidence. Retrieved from (1 – 44) <http://dx.doi.org/10.1596/1813-9450-4623>

BBC News (Producer). (2008, November 24). *The pitfalls of Africa's aid addictions* [Video]. Retrieved from <http://news.bbc.co.uk/2/hi/africa/7740652.stm>

Moyo, D. (2009). *Is aid killing Africa? Dambisa Moyo talks about dead aid on ABC* [Video]. Retrieved from <http://www.youtube.com/watch?v=HIPvLQOCfAQ>

Thurlow, James, et al. (2008). Agricultural Growth and Investment Options for Poverty Reduction in Zambia. IFPRI Discussion Paper No. 00791.

http://www.fanrpan.org/documents/d00586/Agric_Growth_Zambia_Sept2008.pdf (accessed 19 April 2010).

Week 6: Guest Speaker (TBA)

Week 7: (Re)thinking creation: from dominion to stewardship (André)

Required Readings:

Pope Francis, *Laudato Si* (2015) [excerpts]

Elizabeth Johnson, *Ask the beasts* (2014) [excerpts]

Creation accounts from the Bible: Book of Genesis, Wisdom, etc.

Additional material: in the wake of publication of the encyclical, many lectures/articles will be made public; it is still early to settle on those

Week 8: Food Security and Environmental Justice (Margaret)

Overview:

Focus: food security as a basic human right. Examines connection between environmental justice and food security.

Required Readings:

***Articles on Environmental Justice & food security [2]**

Baro, M., & Deubel, T. F. (2006). Persistent hunger: Perspectives on vulnerability, famine, and food security in sub-Saharan Africa. *Annual Review of Anthropology*, 35, 521-538.

Food and Agriculture Organization, International Fund for Agricultural Development, World Food Program (2014). The State of Food Insecurity in the World 2014. Strengthening the enabling environment for food security and nutrition. Retrieved from <http://www.fao.org/publications/sofi/2014/en/>

Food and Agriculture Organization, International Fund for Agricultural Development, World Food Program (2014). The State of Food Insecurity in the World 2014. Strengthening the enabling environment for food security and nutrition. Retrieved from <http://www.fao.org/publications/sofi/2014/en/>

Gillson, I. & Fouad, A. (2014). Trade Policy and Food Security: Improving Access to Food in Developing Countries in the Wake of High World Prices

International Food Policy Research Institute. (2014a). 2014 *Global Food Policy Report*. Retrieved from <http://www.ifpri.org/book-9464/gfpr>

International Food Policy Research Institute. (2014b). 2014 *Global Hunger Index* Retrieved from: <http://www.ifpri.org/book-8018/ourwork/researcharea/global-hunger-index>

Rosen, S., Meade, b., Fuglie, K., & Rada, N. (2014). *International Food Security Assessment, 2014-24*. Economic Research Service, United States Department of Agriculture. Retrieved from rs.usda.gov/media/1499869/gfa25_final-0708.pdf

Teaching Water: Global Perspectives on a Resource in Crisis August 6, 2013

The Human Rights to Water and Sanitation team from the Carr Center participated in a workshop organized by Harvard for K-12 teachers on Teaching Water: Global Perspectives on a Resource in Crisis. As part of a day focused on "Who Controls the Water? Water security and development," Fatima Mendikulova gave a talk on "Water and International Security in Central Asia." During a day focused on "Access to Water as a Human Right," Sharmila Murthy discussed "Who has access to water and what are the consequences?" and Mark Williams spoke on "Access to Safe Water in Ghana."

Supplemental Readings:

Campbell, B. (2012). Corporate responsibility and development in Africa: Redefining the roles and responsibilities of public and private actors in the mining sector. *Resource Policy*, 37(2), 138-143.

Eckman, K. (2007). Gender Mainstreaming in Forestry in Africa: Zambia. Food and Agriculture Organization (FAO), Rome.

<ftp://ftp.fao.org/docrep/fao/010/k0741e/k0741e00.pdf>

Eldridge, C. (2002). Protecting lives during droughts: Some market related approaches. *Humanitarian Exchange Magazine*, 22, 14-16. Retrieved from

<http://www.odihpn.org/humanitarian-exchange-magazine/issue-22/protecting-livelihoods-during-drought-some-demand-side-approaches>

Food and Agriculture Organization. (2012). *FAO Statistical Yearbook 2012* Retrieved from <http://www.fao.org/docrep/015/i2490e/i2490e03a.pdf>

VIDEOS:

Hogan T (2009). Beyond good intentions [VIDEO]. Retrieved from:

<http://www.beyondgoodintentions.com>

Hungry for help: Food crisis in Niger [Video]. Retrieved from

<http://www.cultureunplugged.com/documentary/watch-online/play/1185/Hungry-For-Help--Food-Crisis-in-Niger>

Institute of Development Studies. (2015). Hunger and Nutrition Commitment Index.

Retrieved from <http://www.hancindex.org/>

Jesuit Center for Theological Reflections (2011). The basic needs basket: Training manual. Lusaka, Zambia.

Maxwell, D. (2007). Global factors shaping the future of food aid: The implications for WFP [Supplement]. *Disasters*, 31(1), S25-S39.

Ostrom, E. & Nagendra, H. (2006). Insights on linking forests, trees and people from the air, on the ground, and in the laboratory. *Proceedings of the National Academy of Science*, 103, 19224-19231.

Young, H. (2007). Looking beyond food aid to livelihood, protection and partnerships: Strategies for WFP in the Darfur states. *Disaster*, 31(1), 540-556.

III) SEEING THE WORLD: MIGRANTS AND REFUGEES

Week 9: Citizenship and International Migration

Citizenship: Who Should be Invited into a Country's Membership Club

Readings:

Hiroshi Motomura, Introduction, *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States* (Oxford Univ. Press 2006) (14 pp without footnotes)

Linda Bosniak, *Universal Citizenship and the Problem of Alienage*, 94 Nw. U. L. Rev. 963, 981 (2000) (10 pp without footnotes)

Excerpts from Peter Schuck and Rogers Smith, *Citizenship Without Consent: Illegal Aliens in the American Polity* (Yale Univ. Press 1985) (reprinted in T. Alexander Aleinikoff et al, *Immigration and Citizenship: Process and Policy* 63-69) (7th ed. 2012) (6 pp with footnotes at bottom)

David A. Martin, *Membership and Consent: Abstract or Organic?* 11 *Yale J. Int'l L.* 278 (1985) (19 pp with footnotes at bottom)

International Migration: Admission and Deportation of Migrants

Readings:

Gerald Neuman, Chapter Two: The Open Borders Myth and the Lost Century of American Immigration Law, *Strangers to the Constitution* (Princeton Univ. Press 1996) (24 pp without footnotes)

Daniel Kanstroom, Introduction, *Deportation Nation: Outsiders in American History* (Harvard Univ. Press 2007) (20 pp without footnotes)

Excerpts from Michael Walzer, *Spheres of Justice: A Defense of Pluralism and Equality* 31-35 (1983) (reprinted in T. Alexander Aleinikoff et al, *Immigration and Citizenship: Process and Policy* 226-32) (7th ed. 2012) (8 pp – footnotes at bottom)

Week 10: Catholic Social Teaching and Engagement with Refugees (André)

Readings:

Kevin O'Brien, "Consolation in Action: The Jesuit Refugee Service and the Ministry of Accompaniment," *Studies in the Spirituality of Jesuits* (2005)

Pedro Arrupe, "Final Address to the Jesuits working with Refugees in Thailand" (1981)

Pope Francis, Homily at Lampedusa, Summer 2013

Jesuit Refugee Service, *Annual Report 2015*

Biblical accounts (from the Old Testament) about welcoming the stranger

Enrique Nardoni, *Rise Up, O Judge: A Study of Justice in the Biblical World*, Peabody, MA: Hendrickson, 2004 (This book contains various potentially self-standing chapters about justice in the various books of the Old and New Testaments.)

Week 11: Guest Speaker

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Week 12: Asylum and Refugee Issues (Mary)

Readings:

Guy Goodwin-Gill, *Non-Refoulement and the New Asylum-Seeker*, Va J. Int'l L. 897 (1986) (24 pp – footnotes at bottom)

Excerpts from David A. Martin, *The Refugee Concept: On Definitions, Politics, and the Careful Use of a Scarce Resource*, Refugee Policy: Canada and the United States (H Adelman ed. 1991) (reprinted in T. Alexander Aleinikoff et al, Immigration and Citizenship: Process and Policy 803-809) (7th ed. 2012) (6 pp – footnotes at bottom)

Kay Hailbronner, *Non-Refoulement and 'Humanitarian' Refugees: Customary International Law or Wishful Legal Thinking*, 26 Va. J. Int'l L. 857 (1986) (40 pp – footnotes at bottom)

Week 13: Final Class (Margaret, Mary, André)

Readings: TBA