

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Master Syllabus**

Course Number:

Instructor:

Office:

Office Hours:

E-mail:

Term:

Telephone:

Course Outline

I. Catalog Course Description:

This course will highlight theories to enhance the students' understanding of "Person-in-Environment" to be inclusive of the physical environment. Students will develop a paradigm regarding the interconnection of social work and environmental justice with an understanding of the bi-directional relationship of people and nature. Students will examine social work history and create an emerging perspective of social workers' role with respect to the environment. This course will help students achieve the updated Council on Social Work Education (CSWE) competency "**Advance Human Rights and Social, Economic, and Environmental Justice**" by developing awareness of ecological crises, environmental injustices, and movements that are intended to serve marginalized populations. Students will discuss how social workers can increase equality through advocacy, education, and action.

II. Course Overview:

This course will be based on a partnership between instructor and students in collaboration and commitment to mutual learning. Lectures, discussions, experiential exercises, and assignments will be the learning tools of the Environmental Justice and Social Work course. Students are expected to actively participate in class and attendance is mandatory. A critical goal of this course is to provide a safe environment for discussion of various points of view. Therefore differences in values, beliefs, and opinions expressed in the classroom will be respected.

III. Place of Course in Curriculum:

This course is an elective available to all MSW students as part of the generalist portion of the curriculum. This elective uncovers concepts about ecology and sustainability to expand social work education, and subsequently practice, to be inclusive of environmental justice. No co or pre-requisites are required.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:
CSWE Competencies:

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

V. Course Learning Goals: (all must be assessable and assessed in the course)

Goals vs. Objectives

By the end of this course, you will be able to:

1. discover, create and/or strengthen interconnected relationships with nature.
2. identify the components and importance of interconnection and relationships (with people and nature) through community building within the classroom in preparation for dynamic and future social work settings. *
3. transform environmental justice work by incorporating social work values, knowledge, and skills.
4. apply environmental justice theories and frameworks to micro, mezzo, macro social work practice that engages with communities in the name of inclusion, diversity, and anti-oppression. *

*Drawn from 2020 RUSSW Strategic Plan

Additionally, the Code of Ethics of the National Association of Social Workers (1999, standard 1.05, p.9) mandates that social workers pursue knowledge about effective micro and macro practice with diverse and oppressed clients and the social systems with which they interact. As a result of this course, students are expected to begin a career-long process of learning and incorporating an understanding of culture and oppression into their practice.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate ethical and professional behavior;
2. Engage diversity and difference in practice; and
3. Engage, assess, and intervene with individuals, families, groups, organizations, and communities

VII. Required Texts and Readings

Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Polity.

Gray, M., Coates, J., & Hetherington, T. (Eds.). (2012). *Environmental social work*. Routledge.

Other required readings (separate from textbooks) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

Useful Websites:

- Green Social Work Podcast - <http://www.podsocs.com/podcast/green-social-work/>
- Global Alliance for a Deep Ecological Social Work- http://www.ecosocialwork.org/index.php?option=com_content&view=article&id=47&Itemid=54
- Dr. Michael Yellow Bird video “Decolonizing the Mind” - <https://vimeo.com/86995336>
- American Academy of Social Work & Social Welfare: Grand Challenge “Create Social Responses to a Changing Environment” - <http://aaswsw.org/grand-challenges-initiative/12-challenges/create-social-responses-to-a-changing-environment/>

VIII. Course Attendance and Participation Policies

Attendance is required and impacts your class participation grade. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness. Students may not miss class without a valid excuse. Valid excuses include illness with medical documentation, death of a loved one, or attending conferences as long as prior permission is obtained from the instructor. Students lose two points on final grade per unexcused absence. Students who miss more than three classes with or without a valid excuse may receive one course grade lower than their final grade when points are totaled. Students are expected to have their cameras on, unless other arrangements are made with the instructor.

IX. Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

X. Assignments and Grading

Below is the grading scale for the MSW program

A	92-100
B+	87-91
B	82-86
C+	77-81

C 70-76

F 0-69

*Scores to be rounded up at .5

*Assignment Value***Assignments:**

Students are expected to do all required readings. Students will also be given assignments that will enhance the experiential learning. Grades for the course will be based on the following assignments. Percentage values for each assignment represent the maximum credit available.

Assignments	Due
EJ Application Model worksheet and written summary	Week 4
Mind Maps themed on Environmental Justice and written summaries	Week 2 and Week 15
Intervention Paper	Week 12
Intervention Presentation	Weeks 11-14
Participation/Attendance	

Description of Assignments:

Participation is measured by a combination of attendance, engagement and demonstration of having read weekly assignments.

- **Reading Summary (part of participation):** Students will lead discussions. Discussion can be generated by creative methods including, but not limited to, asking questions, relating it to field placement, or conduct an activity focused around a student-created worksheet or vignette. Students are assigned readings at the beginning of the semester.
- **EJ Application Model worksheet AND Summary:** Students will complete the worksheet with at least two examples in each of the 12 categories. Full instructions are in Canvas.
- **Mind Map** is a visual depiction of a concept using words and images to organize thoughts. Students will create an image that displays their concept and understanding of environmental justice. Full instructions are included in Canvas.
- **Intervention Paper** will be 10-15 pages proposing or describing a social work intervention that promotes environmental justice. Must have one-inch margins, double space, Times New Roman font size 12 and all other APA format requirements. Students should use at least six scholarly sources. Full instructions are included in Canvas.

- **Intervention Presentation** Students will concisely describe the intervention subjected in the student's intervention paper. Create an informative and engaging presentation using Prezi or other online presentation software about an environmental issue and its respective intervention, using information from the course readings, your research, and other resources.

Each presentation will be 20 minutes or less.

Grading Commitment:

This course uses an alternative grading model. Rather than each assignment being worth a certain number of points, instead, the default grade for the course is an "A." If you fulfill the criteria and learning goals of the course and assignments, if you work through the processes we establish during the semester, and if you do the majority of the work asked of you (see chart below), then you'll get an "A" course grade. If you do not participate fully in the class (meaning failing to complete in-class work or turn work in), turn in assignments late without notice, forget to do assignments, or do not fulfill criteria or instructions, your grade may be impacted. This grading system encourages creativity and risk-taking.

Commitments

You are guaranteed a course grade of "A" if you commit to and meet all of the following:

- **Be open-minded and thoughtful.** We are all coming to this class with differing experiences that shape how we engage with the topics. In conjunction with demonstrating mutual respect towards your peers, you are asked to examine your responses and reactions to course material. You agree to reflect on how your assumptions, thoughts, and feelings on nature and the environment are rooted in various personal and sociocultural contexts.
- **Mutual Respect.** You agree to be a respectful and engaged member of our classroom community (see the syllabus for more information about being a respectful member of our class community).
- **Participation.** You agree to fully participate in a majority of the activities during the semester, including responding meaningfully to your peers during discussion and completing any in-class work.
- **Assignments.** You agree to turn in all assignments expected of you on time, and in the spirit they are assigned, including being genuine to your own learning goals, interests, and values in your work.
- **Take risks and be creative.** This course is designed to allow you to challenge your assumptions about the relationship between humans and nature, as well as between each other. To this end, you agree to take risks in your assignments and be creative in how you explore these relationships. You are encouraged to try new ways to express your thoughts in the assignments and the discussions.

Knowing Where You Stand

This system is an alternative to conventional grading systems. Our intention is to develop a classroom culture that removes the stress and focus on grading, and focuses instead on student growth. If you are doing everything as directed, you will receive an A, allowing you to take risks in your work without worrying about how it will impact an individual assignment's grade. You should be able to keep track of what you've completed through the Canvas gradebook, but you can also check in with your instructor should you have any questions or concerns. **Please note that all assignments will show up as being worth "0" points in the gradebook.** Focus instead on the checkmarks and X's to determine your progress through the course.

You must turn in the final intervention assignment and presentation, including associated participation or preparatory work, and have it be considered "complete," in order to pass the course.

Your final grade will be determined by the number of assignments considered "incomplete". An incomplete assignment either was not submitted or does not fulfill the evaluative criteria for that assignment.

For every incomplete assignment, you will have the opportunity to consult with your instructor in order to revise and resubmit your work to be considered for a "complete" grade.

Overall Grade for the Course:

Grade	Number of Incomplete Participation Days	Number of Incomplete Minor (non-Intervention Paper) Assignments	Intervention Paper and Presentation Incomplete
A	2	0	0
B+	2	1	0
B	3	1	0
C+	3	2	0
C	4	3	0
F	5+	4	1+

For each individual assignment, you will need to fulfill the listed evaluative criteria in the rubric. If something is marked as "needing improvement" or "not present," you may be asked to revise in order to receive a grade of "complete" for the assignment. If you choose not to revise, your grade may be affected.

XI. Academic Resources**Library Research Assistance**

Julia Maxwell is the social work the social work librarian on the New Brunswick jam1148@libraries.rutgers.edu p. 848-932-6124 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW Students

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center.

Online tutoring is available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#).

The following website provide assistance with APA style:

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

XII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XIII. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another

student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

XIV. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://webapps.rutgers.edu/student-ods/forms/registration>.

XV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand

that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

XVI. Active Shooter Resources:

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in case there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- <http://rupd.rutgers.edu/shooter.php>

XVII. Course Outline:

Week 1 – Introduction to Social Work and the Physical Environment and Related Theories

Weekly learning objectives:

(What gaps are you assuming students have. What are you hoping to allow students to explore. are assessable or have been assess. Where students are.. Where they are going)

- Understand course expectations
- Identify theories that will be discussed in the course

Weekly outline:

- Review syllabus and course expectations/assignments
- Establish class community
- Introduce students to social work and environmental justice
- **Assign/introduce mind map**

Dominelli, L. (2012). Introduction. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp.1-9). Malden, MA: Polity Press.

Dominelli, L. (2012). A professional crisis within social and environmental calamities. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 24-42). Malden, MA: Polity Press.

Gray, M., Coates, J., & Hetherington, (Eds.). (2012). Introduction. *Environmental Social Work* (pp.1-28). New York, NY: Routledge.

Week 2 - Social Work and the Physical Environment and Related Theories Continued

Weekly learning objectives:

- Understand personal assumptions about environmental justice
- Evaluate the similarities and differences of the theories

Weekly outline:

- Examine theories related to social work and the environment
- Discuss the similarities and differences of the theories
- Review/discuss mind maps

Belcher, J. R., & Mellinger, M.S. (2016). Integrating spirituality with practice and social justice: the challenge for social work. *Journal of Religion & Spirituality in Social Work: Social Thought*, 35 (4), 377-394.

Dominelli, L. (2012). Interrogating worldviews: from unsustainable to sustainable ways of reframing peoples' relationships to living environments. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 150-170). Malden, MA: Polity Press.

Peeters, J. (2017). Chapter 11: Promoting sustainability by a paradigm shift towards commons. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 146-160). Berne, Switzerland: International Federation of Social Workers.

Week 3 - Cultural Lens on Environment

Weekly learning objectives:

- Develop an anti-oppressive, culturally competent approach to social work and the environment
- Compare Indigenous/interconnected ideologies with Western framework
- Examine Indigenous perspective on the environment and human relationships

Weekly outline:

- Presentation/discussion on Indigenous ideologies & Western frameworks
- Lecture on the hierarchies in conceptualizing the ecosystems/eco-social work
- **Assign EJ Application Model Worksheet**

Mishra, P. J., (2016). Spiritualised social work as an Indian way of life. *International Journal of Multidisciplinary Approach and Studies*, 3(5), 113-117

Houston, S., & Gray, M., (2016). Falling in love outwards: eco-social work and the sensuous event. *Journal of Social Work*, 16(4), 412-428.

Yellow Bird, M (2012). Chapter 15: Neurodecolonization: applying mindfulness research to decolonizing social work. In Coates, J., Grey, M., Hetherington, T. & Yellow Bird, M. (Eds.), *Decolonizing Social Work* (pp. 293-310). New York, NY: Routledge.

Week 4 – “Sustainability”

Weekly learning objectives:

- Understand the role of “sustainability” in social work and the environment
- Connect economics, especially fashion, and the environment
- Identify the concept of a circular economy

Weekly outline:

- Define “sustainability”
- Discuss fashion industry’s impact on the environment
- Read except from Braid Sweetgrass

Dylan, A. (2012). 3 Environmental sustainability, sustainable development, and social work. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.62-101). New York, NY: Routledge.

Teixiera, S. & Krings, A. (2015). Sustainable social work: an environmental justice framework for social work education. *Social Work Education*, 34(5), 513-527.

Powers, M. & Slominski, E. (2017). Chapter 20: Threadbare: the role of social work in addressing ecological injustices of the fashion industry. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 258-274). Berne, Switzerland: International Federation of Social Workers.

Week 5 – Environmental Justice

Weekly learning objectives:

- Expand understanding of Environmental Justice and Injustice
- Understand racial disparities in local communities and the idea of sacrifice zones

Weekly outline:

- Define “environmental justice”
- Overview of national and international issues of environmental justice
- Watch the film – The Sacrifice Zone

- Dominelli, L. (2012). Climate change, renewable energy and solving social problems. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 84-104). Malden, MA: Polity Press.
- Besthorn, F. H. (2012). 1 Radical equalitarian ecological justice: a social work call to action. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.31-45). New York, NY: Routledge.
- Bullard, R. (2000). Environmental justice in the 21st century. *People of color environmental groups. Directory*, 1-21.
- Alston, M. (2015). Social work, climate change and global cooperation. *International Social Work*, 58(3), 355–363.

Week 6 – Global Citizenship

Weekly learning objectives:

- Approach community organizing from a liberatory framework (as opposed to empowering)
- Analyze the relationship between people, communities, nations and the environment

Weekly outline:

- Define “global citizenship”
- Continue to discuss differential experiences of marginalized populations
- Introduce the idea of community organizing, specifically as liberatory
- **Discuss final intervention paper and presentation**

- Lysack, M. (2012). 12 Emotion, ethics, and fostering committed environmental citizenship. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.231-245). New York, NY: Routledge.
- Misiakszek, G. W. (2015). Ecopedagogy and citizens in the age of globalisation: connections between environmental and global citizenship education to save the planet. *European Journal of Education*, 50(3), 280-292.
- Hawkins, C.A. (2009). Global citizenship: a model for teaching universal human rights in social work education. *Critical Social Work*, 10(1), 116-131.

Week 7- Environmental Diversity - Urban, Suburban and Rural

Weekly learning objectives:

- Identify how environmental injustices in particular settings affect historically marginalized groups
- Compare and contrast the environmental injustices in urban, suburban, and rural settings

Weekly outline:

- Compare environmental injustices between rural, suburban, and urban settings
- Read the *Green New Deal*
- Watch a *Message from the Future*
- Watch *After the Green Revolution*

Dominelli, L. (2012). Reclaiming industrialization and urbanization from people. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 42-62). Malden, MA: Polity Press.

Scherchi, J. (2015). Rural community transition and resilience: what now for social work?. *Contemporary Rural Social Work*, 7(1), 56-70

Nhapi, T., & Mathende, T. (2017). Chapter 7: The Social Work Change Agent Role: Building Capacity in Rural Communities for Sustainable Natural Resource Management. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 89-106). Berne, Switzerland: International Federation of Social Workers.

Week 8 – Migration and Basic Human Rights: Food and Housing

Weekly learning objectives:

- Experience the challenges related to immigration
- Understand food apartheid and its impact on people's lives, including migration
- Recognize the privilege surrounding access to safe housing

Weekly outline:

- Discuss the limited opportunities in obtaining housing and food; discuss how these issues are connected to environmental justice
- Discuss the challenges of the marginalized populations in obtaining these resources
- Discuss the role of social work in addressing these issues
- Play *The Waiting Game*

Dominelli, L. (2012). Environmental crises, social conflict and mass migration. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 105-126). Malden, MA: Polity Press.

Hayward, R.A., Himmelheber, S., Kaiser, M. L., & Miller, S. (2015). Cultivators of change: food justice in social work education. *Social Work Education*, 34(5), 544–557.

Week 9 –Health and Basic Human Rights: Water

Weekly learning objectives:

- Critically examine the individual focus predominant in our lives and the social work profession
- Question the normativity, privilege, and damage of being personally disconnected from nature and environmental impact

Weekly outline:

- Discuss the limited opportunities in obtaining water; discuss how this issue is connected to environmental justice
- Discuss the challenges of the marginalized populations in obtaining water
- Discuss the role of social work in addressing these issues
- Discuss the hierarchy of needs and its history
- Play *Water Sense*

Dominelli, L. (2012). Industrial pollution, environmental degradation and people’s resilience. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 63-83). Malden, MA: Polity Press.

Tester, F. (2012). 5 Climate change as a human rights issue. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.102-118) . New York, NY: Routledge.

Impana, S., Josy, A., Lalit, P. & Yesudhas, R., (2014). Water and sanitation in Mumbai’s slums: education through inquiry based learning in social work. *The Qualitative Report*, 9, Article 89, 1-10.

Week 10 – Resource Crises and Conflict

Weekly learning objectives:

- Understand inequity in environmental resource distribution and conflicts created between the privileged and marginalized populations
- Examine the role of social workers in addressing environmental crises

- Analyze the multidirectional relationships between the privileged, marginalized and the environment

Weekly outline:

- Discuss current crises and conflicts
- Watch a clip of *Shock Doctrine*
- **Review the Intervention Paper**

Dominelli, L. (2012). Scarce natural resources and inter-country conflict resolution. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp.150-170). Malden, MA: Polity Press.

Strier, R. (2013). Responding to the global economic crisis: inclusive social work practice. *Social Work*, 58(4), 344-353

Boetto, H., (2017). A transformative socio-social model: challenging modernist assumptions in Social Work. *British Journal of Social Work* 47, 48-67.

Week 11 - The Experiences of Women and Children

Weekly learning objectives:

- Examine experiences of environmental injustices as they pertain to socio-economic status
- Examine experiences of environmental injustices as they pertain to age and gender
- Create a social work and the environment justice framework that is inclusive of all experiences

Weekly outline:

- Introduce Ecofeminism frameworks and compare to previously discussed theories
- Watch clip from Marjorie Kaplan
- **Begin Intervention Presentations**

Dominelli, L. (2012). Environmental degradation, natural disasters and marginalization. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 127-149). Malden, MA: -Polity Press.

Hetherington, T., & Boddy, J. (2012). 2 Ecosocial work and marginalized populations. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.231-245). New York, NY: Routledge.

Alston, M., (2013). Environmental social work: accounting for gender in climate disasters. *Australian Social Work*, 66(2), 218-233.

Rogge, M.E. & Combs-Orme, T. (2003). Protecting children from chemical exposure: social work and U.S. social welfare policy. *Social Work*, 48(4), 439-450.

Besthorn, F. H., & McMillen, D. P., (2002). The oppression of women and nature: ecofeminism as a framework for an expanded ecological social work. *Families in Society: The Journal of Contemporary Human Services*, 83(3), 221-232

Week 12 – Incorporating Environment into Clinical Practice

Weekly learning objectives:

- Understand clinical interventions incorporating environmental elements
- Apply interventions utilizing environmental elements

Weekly outline:

- Discuss the practicalities of infusing such practice in current clinical work
- Continue Intervention Presentations

Risley-Curtiss, C., Rogge, M.E., & Kawam, E. (2013). Factors affecting social workers' inclusion of animals in practice. *National Association of Social Workers*.

Legge, M. M. (2016). The role of animal-assisted interventions in anti-oppressive social work practice. *British Journal of Social Work*, 46, 1926–1941.

Rabb, H. (2017). Chapter 10: Sustainable wellbeing and social work with children: promoting our connectedness with nature through nature- assisted interventions. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 133-145). Berne, Switzerland: International Federation of Social Workers.

Week 13 – Incorporating Environment into Macro Practice

Weekly learning objectives:

- Understand macro interventions incorporating environmental elements
- Apply interventions utilizing environmental elements

Weekly outline:

- Review macro interventions addressing environmental issues
- Discuss the practicalities of implementing such practices

- Continue Intervention Presentations

Besthorn, F. H. (2013). Vertical Farming: Social Work and Sustainable Urban Agriculture in an Age of Global Food Crises. *Australian Social Work*, 66(2), 187-203.

Norton, C.L., (2012). Social Work and the Environment: An ecosocial approach. *International Journal of Social Welfare*, 21, 299-308.

Norton, C. L., Holguin, B., & Manos, J. (2012). 9 Restoration no incarceration: an environmentally based pilot initiative for working with young offenders. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.172-192). New York, NY: Routledge.

Ross, D. (2012). 10 Social work and the struggle for corporate social responsibility. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.193-210). New York, NY: Routledge.

Week 14 – History of Social Work and Innovative Interventions for Current Environmental Issues

Weekly learning objectives:

- Examine social work's history in incorporating ecological issues
- Apply interventions utilizing environmental elements

Weekly outline:

- Discuss the historical shift to a focus on a social environment
- Continue Intervention Presentations

Okpych, N. O., (2017). A historical perspective on the future of innovation in social work. *Research on Social Work Practice*, 27(2), 150-153.

Turner, D., Bennison, G., Megele, C., & Fenge, L., (2016). Social work and social media: best friends or natural enemies?, *Social Work Education*, 35(3), 241-244.

Forbes, R. (2017) . Chapter 18: Using Social Media to Communicate Environmental Justice in Rural Spaces. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 238-245). Berne, Switzerland: International Federation of Social Workers.

Week 15 – Review Environmental Ethics and Conclusion

Weekly learning objectives:

- Solidify connections with each other and interconnection approach to social work practice
- Devise opportunities in which the social work profession can include environmental issues with innovative solutions

Weekly outline:

- Revisit and solidify environmental ethics discussed throughout the course
- Reflect on lessons learned and identify future opportunities to include environmental justice in social work practice
- Wrap-up

Dominelli, L. (2012). 10 Conclusions: green social work. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp.193-207). Malden, MA: Polity Press.

Gray, M., Coates, J., & Hetherington, (Eds.). (2012). Conclusion. *Environmental Social Work*. New York, NY: Routledge.

Gray, M. & Coates, J. (2011). Environmental ethics for social work: social work's responsibility to the non-human world. *International Journal of Social Welfare*, 21, 239–247.

Casal-Sanchez, L. (2017). Chapter 16: Social and environmental sustainability as ethical values to guide social work practice. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 214-222). Berne, Switzerland: International Federation of Social Workers.