

**Western Washington University  
Woodring College of Education  
Department of Human Services and Rehabilitation**

**HUMAN SERVICES PROFESSIONALS AND GLOBAL SYSTEMS**

HSP-406 (4 credits) -- Course Syllabus  
Human Services Program, Bellingham - Spring 2010

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Office Hours:	Mondays, 1:30 - 2:30 Tuesdays, 2:00 - 3:30 Other times by appointment
Dates:	March 30 through June 8 *** June 1 meeting will be held at Lakewood
Class meets:	Bond Hall 111

**Catalog Description**

*Explores societal and global systems in relation to human services systems, with an emphasis on advocacy, change, and social justice.*

**Learning Outcomes (same as column on alignment grid below)**

1. Articulate a process for analyzing specific societal and global systems, structures, and issues, identifying the influence of political ideologies, and designing strategies to initiate and sustain change.
2. Identify and analyze political ideologies that influence global dynamics.
3. Identify and evaluate techniques used internationally including global activist and non-governmental organizations that can support the health and well-being of individuals, communities, and human services delivery.
4. Assess your knowledge, skills, and theory of social movements and reflect on your ability to be proactive in global social change strategies and the influence of human services values, attitudes, and ethics in relationship to those strategies.
5. Analyze the systemic issues related to culture, diversity, and social class in the context of societal and global systems.

**National Standards Aligned with Learning Outcomes, Activities, and Assessments**

<b>Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.</b>			
Specifications	Learning Outcomes	Activities	Assessment
An understanding of the capacities, limitations, and resiliency of human systems (e)	1. Articulate a process for analyzing specific societal and global systems, structures, and issues, identifying the influence of political ideologies, and designing strategies to initiate and sustain change.	Reading Dialogue Papers Learning community	#1 Reflections #2 Dialogue #3 Research Report #4 News Analysis #6 Final
Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism .(g)			
<b>Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning</b>			
Specifications	Learning Outcomes	Activities	Assessment
Economic and social class systems including systemic causes of poverty. (d)	1. Articulate a process for analyzing specific societal and global systems, structures, and issues, identifying the influence of political ideologies, and designing strategies to initiate and sustain change.	Reading Dialogue Papers Learning community	2-Exit notes/notes 3-News Analysis 4a,b-Report 6-Final
Political and ideological aspects of human services. (e)			
International and global influences on services delivery. (f)	2. Identify and analyze political ideologies that influence global dynamics.		
Skills to influence and effect social policy. (g)	3. Identify and evaluate techniques used internationally including global activist and non-governmental organizations that can support the health and well-being of individuals, communities, and human services delivery.		
<b>Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.</b>			
Specifications	Learning Outcomes	Activities	Assessment
Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing (i).	3. Identify and evaluate techniques used internationally including global activist and non-governmental organizations that can support the health and well-being of individuals, communities, and human services delivery.	Reading Dialogue Papers Learning community	2-Exit notes/notes 4a,b-Report 6-Final

**Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.**

Specifications	Learning Outcomes	Activities	Assessment
Client self-determination (b) Belief that individuals, services systems, and society can change. (e)	4. Assess your knowledge, skills, and theory of social movements and reflect on your ability to be proactive in global social change strategies the influence of human services values, attitudes, and ethics in relationship to those strategies.	Reading Dialogue Papers Learning community	2-Exit notes/notes 4a,b-Report 5-Goodbye Presentation 6-Final

**Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.**

Specifications	Learning Outcomes	Learning Activities	Assessment
Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (e)	4. Assess your knowledge, skills, and theory of social movements and reflect on your ability to be proactive in global social change strategies the influence of human services values, attitudes, and ethics in relationship to those strategies.	Reading Dialogue Papers Learning community	2-Exit notes/notes 4a,b-Report 5-Goodbye Presentation 6-Final
Awareness of diversity. (d)	5. Analyze the systemic issues related to culture, diversity, and social class in the context of societal and global systems.	Reading Dialogue Papers Learning community	

### GRADING CRITERIA AND COURSE POLICIES

- Writing Assignments:** Written work should be typed and double-spaced. Spelling, grammar and punctuation are to be correct, and students should proof read assignments before submitting them. References, quotes, and citations are to be done in accordance with APA conventions, including a reference page except in weekly writing assignments. APA is NOT required in weekly work. It is also not necessary in this course to include a running head, title page, table of contents, or abstract. Academic dishonesty is taken very seriously by the University, Department, and faculty. Plagiarism is NOT limited to quotations, but includes the ideas, constructs, and terminology of others. Any student caught in academic dishonesty is in danger of failing the assignment or course and expulsion from the University (see the University Bulletin and paragraph below).
- Instructor Feedback:** Feedback on assignments falls into three categories. (a) Dialogic comments regarding your ideas are intended to challenge your thinking and do not affect your grade. (b) Comments and corrections regarding writing mechanics, APA conventions, organization, or presentation and logic are intended to improve your writing and articulation skills. Failure to incorporate corrections in following assignments will result in a lower grade. (c) Comments regarding

the misapplication or misunderstanding of course materials and their relationship to the learning outcomes are intended to clarify the materials in the context of human services and CSHSE National Standards and can affect your grade.

- **Late work:** Writing assignments should be submitted to the Digital Drop Box by 4:00 pm (WWU time stamp) on the date due. Assignments are considered late after 4:00 and will lose 10% of the possible grade. Late work will be marked down 10% regardless of the reason it is late. Work will not be accepted more than one week after the due date. Rare exceptions may be made based on the instructor's approval or proof of illness (see WWU Bulletin). It is the responsibility of the student to contact the instructor when work is late. No work will be accepted after **June 8**.

### REQUIRED READING

Gray, L. A. (Ed.). (2005). *Human services: International perspectives*. Monograph Series. Chicago, IL: Council for Standards in Human Service Education.

Sargent, L. T. (2008). *Contemporary political ideologies: A comparative analysis* (14th Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Rothenberg, P. S. (Ed.). (2006). *Beyond borders: Thinking critically about global issues*. New York, NY: Worth.

*Assigned websites are required every week. Other articles and handouts may also be assigned.*

### ASSIGNMENTS

#### Reading Assignments

In addition to the texts, there are assigned websites each week related to specific global topics. Spend about 3 minutes on each site, then spend approximately one hour reading the website you find most interesting. See the designated folder in [External Links].

Complete by:	Book	Chapters/pages
Apr 6	Rothenberg	Parts 1 and 2, Preface and pp. 1 - 166
Apr 13	Rothenberg	Parts 3 and 4, pp. 167 - 316
Apr 20	Rothenberg	Parts 5 and 6, pp. 317 - 470
Apr 27	Rothenberg	Parts 7 and 8, pp. 471 - 602
May 4	Slide Week	No textbook reading
May 11	Sargent	Chapters 6 - 11, pp. 142 - 254 Review chapters 12 and 13, pp. 255 - 280
May 18	Gray	6 of 9 chapters (your choice)
May 25	Websites	
Jun 1	Dead Week	

## Other Assignments

Schedule of Assignments and Points	Due Dates	Possible Points
#1 - Weekly: Participation, face-to-face	Weekly	10
#2 - In-Class Learning Community (8 weeks)	Weekly	24
#3- News Analysis Paper	April 20	20
#4a - Research Report **	May 11	20
#4b - Presentation	May 11, 18	5
#5 - Goodbye Presentation	June 1	6
#6 - Final Paper **	June 1	15
Total possible points		100

\*\* Consider including either or both of these assignments in your portfolio.

### **#1: Weekly Attendance, 1 point weekly, 10 points total**

Core classes provide the opportunity for students to practice professional skills in a safe setting. Skills include articulation of ideas, active listening, interpersonal dialogue, and group facilitation. Students are expected to complete reading prior to class, bring texts and notes, participate in activities and dialogue, and contribute to the learning community. We will be dealing with difficult and sophisticated issues this quarter in an attempt to understand how larger systems in the world affect clients and services. It is critical that discussions are conducted with respect for multiple perspectives and value systems. Students are encouraged to present facts in support of their perspectives.

**Grading criteria:** Present. Comments are relevant to course content and learning outcomes. 10% of grade.

### **#2: Learning Community and Exit Notes (Due before leaving class on 4/6, 4/13, 4/20, 4/27, 5/4, 5/11, 5/18, 5/25)**

THIS ASSIGNMENT CANNOT BE MADE-UP.

Rotate facilitation. Facilitator gives a report on the group dialogue. Non-facilitators each do an exit note regarding their own thoughts. See separate handout.

**Grading criteria:** Critical thinking. Clarity, depth, persuasive, integrates information from multiple sources, relevant to professional thinking and understanding of systemic issues that affect smaller systems, human services, and individuals. Writing mechanics. 24% of grade.

### **#3: News Analysis and Comparison Paper, 20 points, due April 20, 4-5 pages**

Compare and contrast two versions of the same news story from two different news sources. The story should be of global significance. Version #1 should come from a corporate news source such as the Wall Street Journal, CNN News, Fox News, or similar source owned by one of the mega corps such as News Corporation, Time Warner, etc. If you are not sure whether a source is corporately owned, see the websites in the folder in [External Links] on Media Reform. Version #2 of the same story should come from an independent news source. See the folder titled [Independent News Sources] in the [External Links] area of the Blackboard site. Incorporate information from Rothenberg's text (see chapter 8) and the websites on media reform in your analysis.

**Grading criteria:** Analysis describes the global significance, summarizes stories, and compares and contrasts the stories. Analysis is grounded in concepts from the text and

websites and persuasive of distinction between facts and opinions. 20% of grade.

#### **#4a and b: Research Report and Presentation Total 25 points**

Each student will research a topic and write a report, present the information to the class, and participate in a panel discussion regarding the topic. The intent of this assignment is for the class to present information to each other that will deepen the knowledge on specific issues. Present facts and analysis, not simply your opinions. This report should include information from the book you read. xxx

##### **4a - Research report, due May 11, 8 to 10 pages, 20 points**

\*\*\* CONSIDER INCLUDING THIS PAPER IN YOUR PORTFOLIO \*\*\*

Each student will research and report on a global topic of interest to him or her. The topic must be approved in advance. Your paper should include: (a) a summary of the issue, (b) an analysis of the issue from a systems perspective, (c) global implications of the issue, (d) what the issue means in the context of humanity and human services. Your paper should be persuasive, scholarly, and balanced. The paper should be 8-10 pages long. **Resources:** You should read at least one book on this topic (instructor must approve of book). Include no less than 2 scholarly articles (peer reviewed). Other resources may include news articles, websites, and documentary films.

**Grading criteria:** Critical thinking, clarity, analysis, and balance (pros and cons, problems and suggested solutions). Scholarly writing. Integration of resources. APA. Persuasive. Clear connections to resources and human services. 20% of grade.

##### **4b - Research presentations, 10 minutes, May 11 and 18, 5 points**

Each student will present a synopsis of his or her findings to the class. Informal presentations. Your presentation should be based on and reflect the major assertions of your paper.

**Grading criteria:** Articulate, organized, clarity. Related to paper. 5% of grade.

#### **#5: Goodbye Presentation at Lakewood, 5-10 minutes, June 1, 4 points**

It's important to bring six quarters of core to closure—it's been a major part of your lives for two years! Some of you will be surprised at how attached you have become to each other. This assignment is worth 4% of your grade, so take it seriously. Some things to consider (suggestions)...

- At the beginning of junior core, you did a presentation called "Who am I?" Briefly describe who you were then and who you are now.
- The human services field is grounded in social change. How do you see yourself working in human services? How do you plan to continue your education, both formally and informally?
- What do you want your colleagues and instructors to remember about you?
- What will you remember about them?
- Honor yourself. Honor each other. Honor this time and place.

**Grading criteria:** Prepared in advance.

#### **#6: Final Paper, Due June 1 - 15 points**

\*\*\* CONSIDER INCLUDING THIS PAPER IN YOUR PORTFOLIO \*\*\*

Follow the instructions for this paper exactly. You do not need an introduction or conclusion for this paper. Treat it more like an exam. You have written enough papers using APA. It is NOT required for this paper.

Pages 1-5: State the first of the five learning outcomes (quote it!) immediately followed by no more than one page describing the knowledge, theory, and skills you learned in relationship to that outcome. Do the same for each of the other four learning outcomes. Do not repeat yourself from one outcome to the next. Tell me what you learned, not what you did.

Page 6: Write no more than one page describing what you learned regarding global systems that does not fit with any particular learning outcome. Include reflection on your professional growth and understanding of the human services field.

**Assessment and Grading**

To Earn a Grade of...	Grade (percentage/points range)
	At least (not rounded)...
A	95.00
A-	90.00
B+	87.00
B	84.00
B-	80.00
C+	77.00
C	74.00
C-	70.00
D+	67.00
D	64.00
D-	60.00
F	Below 60...

**University, College, and Department Policies**

**ATUS Equipment Loan Center**

Students can check out various types of equipment from the ATUS Equipment Loan Center in Miller Hall 155. You must have a signed card from the instructor (or have the Program Coordinator sign) to check out equipment. You can keep equipment over the weekend.

**Library Research**

Students needing assistance locating books and articles may contact the Human Services librarian, Cecilia Poon, by phone at 360-650-3079 or email her at [Cecilia.Poon@wwu.edu](mailto:Cecilia.Poon@wwu.edu) and you can also obtain a great deal of information from the library website at [Cecilia's office](#) in the library is in room Haggard Hall 224. Western's library has interlibrary privileges with other State institutions, and they can generally locate any materials you need.

**Student Technology Center**

The Student Technology Center is located in Haggard Hall #121. The website is <http://www.wwu.edu/techcenter/> and their phone number is 650-4300. You can obtain assistance with any assignment that requires the use of technology.

### **Confidentiality**

All clients should remain anonymous in all class conversations and assignments. Please provide a pseudonym and change identifying information when referring to a specific individual.

### **Academic Dishonesty Policy**

Western Washington University students are responsible for reading, understanding, and upholding the standards of academic honesty as set forth in the WWU Academic Dishonesty Policy and Procedure (see Appendix D of the University Bulletin).

### **Reasonable Accommodation Policy**

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, student must contact WWU Disability Resources for Students at (360) 650-3844 or at <http://www.wwu.edu/depts/drs>.

### **WWU Grading Policy**

Please familiarize yourself with the WWU Grading Policies in the University Catalog/Bulletin.

### **Student Feedback Process**

All students will be given the opportunity to formally evaluate the instructor and the content of the course at the end of the quarter. Ongoing feedback is welcome throughout the course.

### **Incomplete K-Grade Policy**

The following statements provide a synopsis of the K-grade policy in the WWU Catalog:

- The student must request the K (incomplete) grade and the course instructor must agree that it is warranted.
- Normally it is given only to a student who has been in attendance and has achieved passing grades until the final two weeks of the quarter when extenuating circumstances beyond the student's control make it impossible to complete course work on schedule.
- An agreement must be negotiated with the course instructor specifying the remaining work to complete the course and earn a grade. A contract form must be completed.
- Generally, the student complete the work agreed upon during the next academic quarter.
- If the K grade has not been removed by the instructor within one year, it automatically converts to a failing grade.

### **Corresponding by email**

All students are expected to use MyWestern accounts for official class email. Official University announcements are sent via WWU email. You can forward your WWU email to a personal account, but please be aware that some free email accounts do not notify you or the sender when mail is not delivered. It is the student's responsibility to make certain that email is received/



## RECOMMENDED READING LIST

The following books have contributed to the base of knowledge and theory used in developing the content for this course.

Bertalanffy, L. V. (1968). *General system theory: Foundations, development, applications*. New York, NY: George Braziller.

Capra, F. (1986). *The turning point*. Danvers, MA: Doubleday.

Capra, F. (1997). *The web of life: A new understanding of living systems*. Danvers, MA: Doubleday.

Capra, F. (2002). *The hidden connections: A science for sustainable living*. New York, NY: Anchor Books/Random House.

Cavanaugh, J., & Mander, J. (Eds.). (2002). *Alternatives to economic globalization: A better world is possible*. A report of the International Forum on Globalization (2nd Ed.). San Francisco, CA: Berrett/Koehler.

Chomsky, N. (1998). *Profit over people: Neoliberalism & global order*. New York, NY: Seven Stories Press.

Chomsky, N. (1999). *The umbrella of U.S. power : The Universal Declaration of Human Rights and the contradictions of U.S. policy*. (The Open Media Pamphlet Series, 9). New York, NY: Seven Stories.

Chomsky, N., Barsamian, D., Naiman, A. (1998). *The common good* (Real Story Series). Odonian Press.

Freire, P. (1997, 1993). *Pedagogy of the oppressed* (New Revised 20<sup>th</sup>-Anniversary Edition). Translated by Myra Bergman Ramos. New York, NY: Continuum.

Kaplan, R. D. (1998). *An empire wilderness: Travels into America's future*. Random House.

Kaplan, R. D. (1997). *The ends of the earth: From Togo to Turkmenistan, from Iran to Cambodia to the frontiers of anarchy*. Vintage Books.

Keck, M. E. & Sikkink, K. (1998). *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University.

Korten, D. C. (1996). *When corporations rule the world*. San Francisco, CA: Berrett-Koehler.

Korten, D. C. (1999). *The post-corporate world: Life after capitalism*. San Francisco, CA: Berrett-Koehler.

McChesney, R., Newman, R., & Scott, B. (2005). *The future of the media: Resistance and reform in the 21<sup>st</sup> century*. New York, NY: Seven Stories.

- Palast, G. (2007). *Armed Madhouse: From Baghdad to New Orleans--Sordid Secrets and Strange Tales of a White House Gone Wild*. New York, NY: Plume.
- Prokosch, M. & Raymond, L. (Eds.). (2002). *The global activists manual: Local ways to change the world*. New York, NY: Thunder's Mouth.
- Rifkin, J. (1999). *The Biotech Century : Harnessing the gene and remaking the world*. New York, NY: J P Tarcher.
- Rifkin, J. (2000). *Age of access: How the shift from ownership to access is transforming capitalism*. New York, NY: J P Tarcher.
- Rifkin, J. (2007) *The European dream*. New York, NY: Tarcher.
- Rifkin, J. & Heilbroner, R. L. (1996). *The end of work*. Putnam.
- Senge, P., Smith, B., Kruschwitz, N., Laur, J., & Schley, S. (2008). *The necessary revolution: How individuals and organizations are working together to create a sustainable world*. New York: Doubleday.
- Wallerstein, I. (1996). *Utopistics: Or, historical choices of the twenty-first century*. New York, NY: The New Press.
- Wallerstein, I. (2004). *World systems analysis: An introduction*. Durham, NC: Duke University.
- Zohar, D. & Marshall, I. (1995). *The quantum society: Mind, physics, and a new social vision*. Quill/Morrow.

## HS 406 Calendar - Spring 2009

*Note: This calendar is subject to change at the instructor's discretion.*

Week	Date	Topics	Assignment Reminders
1	Mar 30	Current News - Every week! Syllabus and assignment questions Learning Community-Get organized! Video: Stuff!	
2	Apr 6	Current news A framework for the quarter Putting things in Perspective Colonialism & Its legacy * Video	#2: Learning Community - Bring notes on reading, websites, and news.
3	Apr 13	Current news * Video	#2: Learning Community - Bring notes on reading, websites, and news.
4	Apr 20	Current news Constructing Difference Patriarchy & Domination * Video	#2: Learning Community - Bring notes on reading, websites, and news. #3: News Analysis Paper
5	Apr 27	Current news Poverty, Inequality, Structural violence Transnational Institutions and the Global Economy * Video	#2: Learning Community - Bring notes on reading, websites, and news.
6	May 4	Current news Globalization in Everyday Life Toward a More Equitable Future	#2: Learning Community - Bring notes on reading, websites, and news.
7	May 11	Current news Other ways of being: ideologies In-Class exercise: Utopia! #4b: Presentations (1/2 class)	#2: Learning Community - Bring notes on reading, websites, and news. #4a: Research Report #4b: Presentations (half)
8	May 18	Current news International Human Services #4b: Presentations (1/2 class)	#2: Learning Community - Bring notes on reading, websites, and news. #4b: Presentations
9	May 25	Current news	#2: Learning Community - Bring notes on reading, websites, and news.
10	Jun 1	Class meets at Lakewood #5: Goodbye Presentations	#5 - Goodbye Presentation #6 - Final paper
11	Jun 8	Finals Week - No Class	No work accepted after this date