

# Inventory of Sustainability Courses

## School of Social Work

### Tulane University

“Sustainability education” engages students in the work of building healthy, lasting communities. In sustainability courses, students develop the capacity to critically theorize, analyze and communicate about interconnected social, economic and environmental issues. Students learn to work in collaboration with members of the larger community and to help create solutions in the long-term public interest.

We have attempted to identify both courses in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge, and courses that are primarily focused on a topic other than sustainability but incorporate sustainability as unit, module or activity.

We have included all courses with a service learning component.

At Tulane University, undergraduate courses are numbered between 1000-4999 and graduate-level courses are numbered 5000 and above.

Draft list compiled by Colleen Large, SLA – 2016, by reviewing the Tulane Course Catalog posted at <http://catalog.tulane.edu/content.php?catoid=39&navoid=1045> (display courses for this school/college). Service Learning courses added by Colleen Large from lists obtained from Center for Public Service. This draft list was sent to Dean Marks for review in June 2014.

#### **PART 1: Department:**

- **Social Work**
  - **Sustainability Courses:** no sustainability courses offered
  - **Course that include sustainability:**

#### **SOWK 2000 - Introduction to Social Policy & Practice**

This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery and policy implementation. Effects of these on people are considered from global, political, economic and social policy perspectives. This course is developed around the general proposition that social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life

of people, and the effect of economic-social policy decision and judicial actions on social services. In addition, the course examines the variability of the common and uncommon attributes of service delivery systems.

### **SOWK 2120 - Social Work Interventions with Children & Youth**

This course is designed to provide students with an overview of social work intervention services from historical, theoretical, and practice perspectives. Services to children and their families are divided into support services which enhance family life, supplemental services that help struggling families to maintain or regain their functioning, and substitute services that provide for the child on a temporary or permanent basis when the family cannot do so. Each service is considered in terms of need, rationale, provision of service, diverse populations, consumer views of service, and social trends that may affect future provision of the service.

### **SOWK 2220 - Drug Abuse: Univ. & Innercity (Booze, Pot, Coke, & Crystal Meth: PolyDrug Abuse Among College & Inner-City Residents)**

This course is designed to explore the epidemiology, prevalence, and culture of embeddedness of polydrug use and abuse among college students and inner-city residents. Students will compare and contrast the sociopolitical, sociocognitive, legal, and economic processes that contribute to high risk health behaviors in college and inner-city communities. Participants will develop an understanding of how one's family, friends and current systemic anti-drug initiatives come to shape high-risk health behavior patterns. Panel presentations by former polydrug users from each community will be held with a focus on developing creative solutions for a growing problem.

### **SOWK 2230 - Guns and Gangs: At Risk Youth in the Inner City**

Unlike adult crimes, most juvenile delinquency is committed in groups. The aim of this course is to examine national and local gang dynamics within the context of weapon availability, drug markets, turf issues, and the economy. The rapidly changing social variables of race, social class, migration, and immigration are explored relative to gang membership, chronic gang problems, and solutions.

### **SOWK 2320 - Tibet: Social Welfare, Social Movement and Social Change**

This course examines the Tibetan refugee life and the struggle to preserve their culture and way of life. We will also analyze the transformation of Tibet in the Western imagination and appropriation of Tibetan culture and their consequences for Tibetan people. How does the Tibetan refugee life affect the democratization of Tibetan society and internationalization of Tibetan issue? In order to answer these questions, we will explore a history of social movements taking place in Tibetan communities and on international platforms. Our study will

be rooted in a broad variety of literary genres including historical accounts, autobiographies, and documentary films.

### **SOWK 2500 Community Organizing for Social Change: Theories and Methods**

This course employs an interdisciplinary approach to the practice of community organizing. Drawing on classical and contemporary texts, students will engage in the works of Alinsky, Freire, Pharr, Piven and Cloward and others. Narratives of people of color and other oppressed groups organizing for social change will be emphasized. Student learning includes applying community organizing theories and methods through practical engagement in the most current issues in post-Katrina New Orleans such as environmental problems, housing advocacy, race relations, education and other issues pertinent to community development.

### **SOWK 3000 - Civic Engagement and Leadership**

In this course students with previous experience in service learning or community service will have an opportunity to enhance their knowledge of civic engagement and strengthen their leadership skills. There are two major goals of the course. The first goal is to enhance students' knowledge, strengths and abilities to facilitate university-community partnerships. The second goal is to foster a life-long commitment to civic engagement and democratic leadership. A combination of lecture, guest speakers, discussion, group exercises and a community-based project will be used in this course. Students who satisfactorily complete this course will be eligible for future leadership opportunities with the Center for Public Service. Note: This course has a service-learning component and is a prerequisite for Center for Public Service student leadership positions. (Service Learning- Mandatory, Fall 2013, Fall 2012)

### **DRLS 6710 Food Security Information Systems and Logistics (DRL Summer Institute, Italy)**

This course offers a unique opportunity to interact with logistics and information systems experts from the UN and international civil society. Learning is reinforced by field visits to the organizations and the UNHRD where students can learn how these systems support ongoing responses around the world.

### **DRLS 6720 Food Security and Food Aid in Humanitarian Context (DRL Summer Institute, Italy)**

This course complements lectures, readings, and lab work with generous opportunities to interact with professionals from UN Agencies and international civil society. Guest lectures by experts and field visits to the principle UN Agencies are an important part of this course.

### **DRLS 6730 Food Security and Resilience (DRL Summer Institute, Italy)**

This course will examine the impact of disaster and crisis on food security and nutrition outcomes and the role of policy and programs in enhancing the ability of communities and

households to manage food security related risk. Students in the course will spend the first 10-days of the course in study core elements of food security resiliency in lectures, guest lectures, seminar format and a practical policy/program review activity. FAO's 5-year strategic plan includes a strategic objective on resilience and during the final days of the course students will be able to visit FAO and discuss concepts from the course with the foremost experts in the field.

### **SOWK 7120 Social Welfare History and Policy**

The course focuses on both the historical development of American social welfare policy and the practice of policy analysis in relation to contemporary social welfare policies. Issues central to understanding American social welfare policy such as poverty, racism, sexism, globalization, privatization and faith-based policies are addressed in this course.

### **SOWK 7130 Diversity and Social Justice**

This course addresses concerns about social justice and populations-at-risk. A clinical-community approach is used to teach foundational concepts, theories, and topics related to human diversity, oppression and social justice. The meta-emotional themes of Connection/Disconnection, Power/Diminishment, Purpose/Invisibility, provide a relationship-centered framework to understand diversity and social justice for social work practice. The course structure consists of small class sections designed to support a psychologically safe environment for students to learn the skills necessary for having 'tough conversations' related to diversity and social justice. These discussions - led by two faculty from diverse social groups - center on issues related to age, social class, culture, ethnicity, race, gender, gender orientation, and disabilities. A strengths perspective is used to understand how different social behaviors and policies support and/or oppress individuals, families, groups, and communities. Student Learning Partners are used throughout the course to provide opportunities to understand our unique cultural selves and appreciate difference and diversity in others. Students will be able to visit FAO and discuss concepts from the course with the foremost experts in the field.

### **SOWK 7230 Community Organization and Policy Advocacy**

This methods course addresses community organization which is a form of social work practice that works through collective response to structural inequities. Through organizing – mobilizing people to combine their resources to act strategically on behalf of common interests – social workers aim for social change found through collective human potential. Through policy practice and policy advocacy, a social worker can transform the desires of community into laws and regulations that help achieve the goal of social and economic justice. Policy practice is an integral element of social work as practiced in all settings—at the local, state, and national levels, as well as within micro, mezzo, and macro levels of intervention.

### **SOWK 7080 Crisis Interventions and Brief Psychosocial Treatment**

The course covers the theoretical development, practical application, and empirical evidence for psychosocial interventions within the context of social and environmental health disasters. Emphasis is placed on rapid, appropriate responses to mitigate the harmful effects of psychosocial trauma on individuals, families, organizations, and communities. The integrative clinical-community approach is demonstrated through highly interactive case-based learning in real-world situations such as natural disaster, environmental health crises, death, traumatic injury or illness, PTSD, violent crime, and terrorism. Particular instruction is provided on short term mental health interventions, such as psychological first aid and nontraditional psychotherapeutic techniques. Students will justify and apply appropriate psychosocial interventions on the micro, mezzo, or macro levels.

**SOWK 7600 Public Advocacy: Ensuring the Rights of Marginalized Persons** Advocacy is an important tool to promote social justice and social equity including the well-being of underprivileged groups and individuals. By the end of this course students will have developed advocacy skills applicable to different social issues with government, the judiciary, politicians, the media, and civil society. Students will learn the concept of advocacy in a systematic manner and be exposed to different advocacy efforts employed in a variety of sectors and regions. Students will gain the skills in issue framing, alliance building, and planning campaigns to compose effective people centered advocacy.

### **SOWK 7700 Global Perspectives in Social Work Practice**

Social workers, whether working within the US or abroad, can benefit from having an understanding of the nature of global interdependence, how this interdependence impacts communities locally and globally and ways in which social workers can effect positive change. Focusing on globalization, indigenization, human rights, and social development, students will study the theories and ethics underlying current global social work practice and learn about strategies and programs which address key issues faced by many developed, developing and least developed countries.

### **SOWK 7830 Principles of International Social Work: Field Expedition to India**

This class directly addresses the essential relationship between self-awareness, personal growth and professional practice. It incorporates practice methods and community development theory and practice to address the needs of the growing community of Tibetan refugees in the foothills of the Himalayan Mountains. Culturally competent community development and practice is a central tenet and incorporates the integrity and worth of individuals and communities with diverse backgrounds. As an advanced elective, students will have a profound opportunity to integrate classroom learning with field experiences in their

application of knowledge, skills, values and ethics to community development and multi-cultural practice in an international arena.

**SOWK 7830 Principles of International Social Work: Field Expedition to South Africa**

This distinctive study abroad class provides students the opportunity to be exposed to social justice challenges and issues from a South African perspective. This class incorporates various global social work practice methods and community development approaches to address the needs of socio-economic marginalized populations in Post-Apartheid South Africa. As an advanced elective, students will have an opportunity to integrate classroom learning with field experiences through the application of knowledge, skills, values and ethics of community development and multi-cultural practice in an international arena.