

UNCC300: Justice and Change in a Global World

OVERVIEW

"Interdependence obliges us to think of one world with a common plan". (Pope Francis, *Laudato Si: On Care for our Common Home* p.122)

Pope Francis challenges us to extend our thinking across new ways in which the relationship between self and community can be realised. In achieving a global consensus on the nature of our relationship to each other and the world in which we live, Pope Francis calls for a renewed emphasis on the dignity of the human person as the basis of all action, advocacy and solidarity. Universal fraternity and aspirations for the common good begin with a basic recognition that we need one another.

In this unit students should develop their understanding of the dignity of the human person within the context of a global community. They should develop skills that may assist the cooperative efforts of government, business, faith groups, and not-for-profit agencies to achieve a more just and equitable world. On completion of this unit they should have acquired the skills and knowledge to become an active agent for change in an interconnected and interdependent world. This unit is the second of two units which are part of the University Core Curriculum.

LEARNING OUTCOMES

Upon successful completion of this unit, and building upon the learning outcomes of UNCC100, students should be able to apply knowledge of Catholic Social Thought to:

1. Describe how the efforts of public, private, not-for-profit agencies, faith based groups and students as a professional, can result in the realization of a more just global community.
2. Critically analyse the challenges with realising aspirations of the common good in your professional community, locally and globally.
3. Critique a global issue where shared responsibility for the common good is not being realized, and propose ways to address this challenge.

GRADUATE ATTRIBUTES

On successful completion of this unit, students should have developed their ability to:

- GA1 demonstrate respect for the dignity of each individual and for human diversity
- GA2 recognise their responsibility to the common good, the environment and society
- GA3 apply ethical perspectives in informed decision making
- GA4 think critically and reflectively
- GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
- GA6 solve problems in a variety of settings taking local and international perspectives into account

- GA7 work both autonomously and collaboratively
- GA8 locate, organise, analyse, synthesise and evaluate information
- GA9 demonstrate effective communication in oral and written English language and visual media
- GA10 utilise information and communication and other relevant technologies effectively.

CONTENT

Topics will include:

- Revisiting key concepts from UNCC100, e.g., Human Dignity
- Frameworks for Human Dignity
- Historical examples where human dignity was absent
- Human dignity in contemporary society
- Case studies
- Defining advocacy
- How does one achieve advocacy in a professional context?
- Community engagement principles
- Models of community engagement
- Community engagement - global organisations
- Working for change and the common good

TEACHING AND LEARNING STRATEGIES

This unit is delivered in one of:

- mixed mode over a 10 week period in a normal university semester, with lectures delivered online and tutorials via attendance; or
- intensive mixed mode delivered in winter and summer semesters with lectures delivered online and tutorials via attendance; or
- online mode over a normal university semester.

This unit will consist of 150 hours of study. The use of LEO is integral to the unit. The approach to learning and teaching is via active learning where students are supported through the provision of learning resources and class activities (either in physical or virtual classrooms) to take responsibility for their individual learning. Students are expected to participate in the activities provided either in class or online and to be able to extend their learning through working alongside other students and undertaking individual research. Students are supported in their learning through the provision of;

- Learning modules
- Discussion forums and chat rooms
- Guided readings and links to electronic readings
- Self-assessments and other self-directed learning activities.

ASSESSMENT PROCEDURES

A range of assessment procedures will be used to meet the unit learning outcomes and develop graduate attributes consistent with University assessment requirements. The assessments undertaken in this unit are intended to assess student learning through application in 'real world' settings. Where possible, students will be encouraged to present their work using multi-media to prepare students for presentation styles they may encounter in their professional life. Assessment will also focus on demonstration of 'deep' learning, through a written piece, which enables students to develop an argument about the topic they choose to write about.

Some flexibility may be exercised in the options available to students, but will be consistent with achieving the learning outcomes and meeting the graduate attributes.

OVERVIEW OF ASSESSMENTS

Brief Description of Assessment Tasks	Learning Outcome/s Assessed	Graduate Attributes/Generic Skills (i.e. GA1, GA2 etc)
1. Assessment Task 1 - Multi-media presentation (e.g. poster) Weighting 20%	1	2, 7, 8, 9, 10
2. Assessment Task 2 -Written paper Weighting 30%	1,2	1,2,4,5,7,9
3. Assessment Task 3 -Written paper Weighting 50%	1,2,3	2,3,6,7,8,9

REPRESENTATIVE TEXTS AND REFERENCES

1. Aslin, H.J. & Brown, V.A. (2004). Towards Whole of Community Engagement: A practical Toolkit. Murray- Darling Basin Commission.
2. Australian Catholic Bishops Conference (2015). 2015--2016 Social Justice Statement. 'For Those Who've Come Across the Seas': Justice for refugees and asylum seekers. Editors: John Ferguson and David Brennan. www.catholic.org.au.
3. Korgen, J. (2007). Solidarity Will Transform the World. Orbis Books, 2007.
4. Massaro, T. (2015). Living Justice: Catholic Social Teaching in Action (3rd edition). Faculty Book Gallery.
5. Pope Francis. (2015). Laudato Si': On Care for Our Common Home [Encyclical]. http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html.
6. Scottish Centre for Regeneration Communities Scotland. (2004). Creating a learning landscape: A skills framework for community regeneration. www.scr.communitiesscotland.gov.uk.
7. United Nations. Universal Declaration of Human Rights. <http://www.un.org/en/universal-declaration-human-rights/index.html>