

**SOWK 670**

**GLOBAL DIMENSIONS IN SOCIAL POLICY AND SOCIAL WORK PRACTICE**

*Introduction to International Social Work and Social Development*

**FALL 2011**

**Instructor:**

**Offices:**

**Telephone:**

**Office hours:**

**E-mail:**

**Section:**

**Day/Time:**

**I. COURSE DESCRIPTION**

Building on first-year domestic social policy courses, the purpose of this seminar is to expose students to a variety of global social issues related to social welfare and social development. Engaging in critical thinking and analysis of global social welfare issues, students will explore how political, economic, cultural, religious, historical and environmental factors impact social welfare policies and the delivery of human services in different regions of the world. Students will analyze alternative models for national and international service intervention as well as review how social work practice is delivered in other countries around the world. The geographical context for this course will primarily be Asia, Africa and Latin America. Special emphasis will be given to the conceptualization of international social work practice, the analysis of theories and models attempting to explain international social welfare, and the use of a social development approach as a preferred strategy to assist developing countries around the world. The course will be useful for those who have had previous international experience and/or those who are interested in international social work and are looking for a forum in which such experiences and interests can be processed in the context of existing theoretical frameworks and models of social welfare service delivery. By examining international models of social work practice, this course is also relevant to students working with immigrant/refugee populations in the United States and specifically, in Southern California.

**II. COURSE OBJECTIVES**

This class is designed to promote an understanding of international social work, social welfare and social development as methods of social work practice and social welfare policy in a global environment. Students completing the class should be able to:

1. Define and describe international social work and verbally debate the need for and benefits of engaging in international social work practice.
2. Acquire and expand knowledge of diverse theoretical perspectives that attempt to describe and explain international social welfare.

3. Identify various international social welfare policies and critically assess the effectiveness of these policies in relation to international social welfare issues.
4. Describe the social development approach and assess its utility as a strategy to assist developing countries around the world.
5. Critically analyze the impact that political, economic, cultural, religious, historical and environmental factors have on social welfare policies and the delivery of human services in developing countries around the world.
6. Gain a deeper understanding of various major issues related to international social welfare, such as: globalization, poverty, migration and refugees, human trafficking, street children and child labor.
7. Develop a series of resources (i.e., contacts, funders, organizations and academic programs) that can be used to further students' interests and provide opportunities to participate in international social work practice.

### **III. COURSE FORMAT**

The role of the instructor in this course is varied, including lecturer, facilitator, consultant and resource person to students. Modes of instruction will consist of lecture, class discussion, video presentations, student presentations, and guest speakers. Individual and group in-class activities will be used to provide application of content, theories and concepts.

### **IV. COURSE EVALUATION AND GRADING**

#### ***Evaluation and Grading:***

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no-credit grade in this seminar, they will be required to repeat this class.

#### **Class grades will be based on the following:**

Class Participation	10%
Facilitation of class discussion/outline	20%
Case Study (midterm)	40%
Final Presentation	30%

**Final course grades will be based on the following 100-point scale:**

98 – 100	A+
93 – 97	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

***Written Assignments:***

This course will familiarize students with international social work, social welfare and social development. For this course, you are expected to complete three assignments:

1) Prepare a brief outline of key discussion points from the readings to distribute to students and facilitate a 20-30 minute discussion for the week that is assigned to you. You will be expected to consult outside sources (i.e., research, newspapers, international organizations' websites, etc.) and incorporate these into your discussion to complement the assigned class readings. **You will not summarize the readings but rather, synthesize class readings and international news events and engage your classmates in a critical analysis of the readings, framing them in the context of relevant, contemporary world events. You should locate and bring in outside materials for this mini-presentation (e.g., newspaper articles, relevant websites, news events, policy decisions, etc.).** Students will sign up for class presentation dates on the first day of class. This assignment relates to course objectives #2, 5, 6 and 7.

2) Each student will complete a 12 to 15-page case study of a particular social issue in his/her selected country, using class readings, country-specific literature and research, and statistics from appropriate international organizations and other sources (case-study guidelines will be distributed in class). **The midterm will be due at the beginning of the class on DATE (Unit #9).** This assignment relates to course objectives #1-6.

3) In groups of 2-4 students divided among international social issues/topic areas (e.g., child labor, human trafficking, street children, HIV/AIDS, globalization, sweatshops, micro enterprises, poverty, refugees/immigration, natural disasters, etc.), each student will select one country in which this social issue is manifested. (\***Note: You may use the same topic area and/or country you selected for your midterm, but this is not required**). Prepare a 50-minute group presentation which incorporates all of the individual country-level case studies for your group's topic area. As a group, compile an anthology of important information and materials to distribute to your classmates across the countries you have selected for your topic area (presentation guidelines will be distributed in class). **Presentations will be held during the final two classes on DATES (Units #14 & 15).** This assignment relates to course objectives #3-6.

## V. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

## VI. COURSE EXPECTATIONS AND GUIDELINES

Students will be expected to regularly read a major newspaper or news magazine (LA Times, NY Times, Washington Post, the Guardian, News Week, Time, etc.), listen to a news radio program (e.g., National Public Radio, British Broadcasting Corporation, etc.) and consult websites for international organizations (e.g., World Bank, United Nations, World Health Organization, UNICEF, etc). Exposure to these outside sources will alert you to local, national and global events during the semester that will help you develop a deeper understanding of international social welfare and development. For optimum benefit from this class, students are advised to come to class having read the material identified in the course outline and be prepared to discuss the material in class. In-class discussion, exercises and activities will be a critical part of the learning process.

**Guidelines for all Written Work:** Grading criteria for the content of written work include: thoroughness, logical development of points, clarity of written expression, application of theory/readings from the course and from independent research, and appropriateness of the product to the assignment given. Each sentence or portion of a sentence must be completely in the student's own words (paraphrased), unless a direct quotation is used, which is indicated by quotation marks and its respective citation (see APA 5<sup>th</sup> Edition). All words and ideas borrowed from literary sources must be attributed by citation. Written assignments will be graded not only on content but also on professional presentation including structure, spelling, punctuation and proper use of the English language. Students having difficulty with written communication skills are encouraged to seek outside assistance in editing their work prior to submission.

## VII. REQUIRED TEXTBOOKS

Healy, Lynne M. (2008). *International social work. Professional action in an interdependent world (2<sup>nd</sup> Edition)*. NY: Oxford University Press.

Gray, M., Coates, J., & Yellow Bird, M. (2008). *Indigenous social work around the world. Towards culturally relevant education and practice*. Burlington, VT: Ashgate.

**\* Additional required readings will be available on ARES.**

### **Recommended Texts and Articles:**

- Berger, Peter L., & Huntington, S. P. (2002). *Many globalizations: Cultural diversity in the contemporary world*. New York: Oxford University Press.
- Billups, James O. (2002). *Faithful angels: Portraits of international social work notables*. Washington, DC: NASW Press, 2002.
- Billups, J. O., & Juliá, M. C. (1991). The fourth world in the USA: Need for convergent generalist, feminist and social development approaches. *International Social Work*, 34(4), 325-337.
- Boff, L. & Boff, C. (1988). *Introducing liberation theology* (Translated by P. Burns). New York: Orbis Books (Original work published in 1986).
- Borrmann, S., Klassen, M., & Spatscheck, C. (Eds.). (2007). *International social work social problems, cultural issues and social work education*. Farmington Hills, MI: Barbara Budrich Publishers.
- de Soto, Hernando. (2001). *The mystery of capital: Why capitalism triumphs in the west and fails everywhere else*. New York: Basic Books.
- Elliott, D., Mayadas, Nazneen S., & Watts, Thomas D. (1990). *The world of social welfare: Social welfare and services in an international context*. Springfield, IL: Charles C. Thomas.
- Friedman, Thomas L. (2000). *The lexus and the olive tree: Understanding globalization*. New York: Anchor Books.
- Healy, Lynne M. (1991). *Introducing international development content in the social work curriculum*. Silver Spring, MD: National Association of Social Workers.
- Hokenstad, Merl C., Khinduka, S. K., & Midgley, James. (1992). *Profiles in international social work*. Washington, DC: NASW Press.
- Hokenstad, Merl C. & Midgley, James. (1997). *Issues in international social work: Global challenges for a new century*. Washington, DC: NASW Press.
- Hokenstad, Merl C. & Midgley, James. (2004). *Lessons from abroad: Adapting international social welfare innovations*. Washington, D.C.: NASW Press.
- Hurst, C. E. (2001). *Social inequality: Forms, causes and consequences* (4<sup>th</sup> Edition). Boston: Allyn and Bacon.
- Kyle, David, & Koslowski, Rey. (2001). *Global human smuggling: Comparative perspectives*. Baltimore, MD: The Johns Hopkins University Press.

- Lee, J. A. B. (2001). *The empowerment approach to social work practice*. New York: Columbia University Press.
- Lyons, Karen. (1999). *International social work: Themes and perspectives*. Brookfield, VT: Ashgate, Arena.
- Midgley, J. & Livermore, M. (1998). Social capital and local economic development: Implications for community social work practice. *Journal of Community Practice* 5(1/2), 29-40.
- Mayadas, N. S., & Elliott, D. (1997). Lessons from international social work. Policies and practices. In M. Reisch, & E. Gambrill (Eds.), *Social work in the 21<sup>st</sup> century* (pp. 175-185). Thousand Oaks, CA: Pine Forge Press.
- Mayadas, Nazneen S., Watts, Thomas D., Elliott, D., &. (1997). *International handbook on social work theory and practice*. Westport, CT: Greenwood Press.
- Midgley, J. (1995). *Social development. The developmental perspective in social welfare*. Thousand Oaks, CA: SAGE Publications Inc.
- Midgley, J., & Conley, A. (2010). *Social work and social development: Theories and skills for developmental social work*. New York: Oxford University Press.
- Mishra, R. (1999). *Globalization and the welfare state*. Northampton, MA: Edward Elgar Publishing, Inc.
- Mohan, B. (2007). *Fallacies of development: Crises of human and social development*. New Delhi: Atlantic Publishers & Distributors.
- Mullaly, B. (1997). *Structural social work: Ideology, theory and practice (2<sup>nd</sup> edition)*. New York: Oxford University Press.
- Pierson, P. (1994). *Dismantling the welfare state? Reagan, Thatcher and the politics of retrenchment*. New York: Cambridge University Press.
- Ramanathan, Chathapuram S. & Link, Rosemary J. (1999). *All our futures: Principles and resources for social work practice in a global era*. Pacific Grove, CA: Brooks/Cole Publishers.
- Sachs, Jeffrey, D. (2005). *The end of poverty: Economic possibilities for our time*. New York: The Penguin Press.
- Sherraden, M. (1991). *Assets and the Poor: A New American Welfare Policy*. Armonk, NY: M.E. Sharpe.
- Watts, Thomas D., Elliott, D., & Mayadas, Nazneen S. (1995). *International handbook on social work education*. Westport, CT: Greenwood Press.

## **Recommended International Development Organizations' Websites and Resources:**

**<http://www.sp2.upenn.edu/~restes/praxis.html>**

- PRAXIS, the international development homepage of Professor Richard J. Estes of the University of Pennsylvania, provides access to a vast array of archival resources on international and comparative social development. The intellectual commitment of PRAXIS is to the promotion of positive social change through informed action.

**[http://www.pvo.net/usaaid/index\\_intl.html](http://www.pvo.net/usaaid/index_intl.html)**

- This page provides a search system for locating private voluntary organizations worldwide along with points of contact and organizational descriptions.

**<http://www.eldis.org/>**

- ELDIS, a free search engine from the Institute of Development Studies, Sussex, UK, offers an easy route to the latest information on development and environmental issues.

**<http://www.oneworld.net/>**

- Comprehensive worldwide news and situation analyses from an Internet community of over 1,600 organizations promoting human rights awareness and fighting poverty worldwide. You can receive free news and editorial updates on your area of interest.

**<http://www.un.org/esa/research.htm>**

- United Nations international development research and analysis site.

**<http://devdata.worldbank.org/dataonline/>**

- World Development Indicators (WDI) Online is the premiere data source on the global economy. It contains statistical data for over 550 development indicators and time series data from 1960 to the present for over 200 countries and 18 country groups.

**<http://www.nationmaster.com/>**

- A vast compilation of data from such sources as the CIA World Factbook, United Nations, World Health Organization, World Bank, World Resources Institute, UNESCO, UNICEF and OECD.

**<http://www.worldbank.org/>**

- The World Bank

**<http://www.un.org/>**

- The United Nations

**<http://www.undp.org/>**

- The United Nations Development Programme (UNDP) is the UN's global development network, an organization advocating for change and connecting countries to knowledge, experience and resources to help people build a better life.

**<http://www.unrisd.org/>**

- United Nations' Research Institute on Social Development (UNRISD) is an autonomous United Nations agency that carries out research on the social dimensions of contemporary problems affecting development.

**<http://www.unicef.org/>**

- United Nations Children's Fund (UNICEF)

**<http://www.wfp.org/index.htm>**

- The World Food Program, the food organization of the United Nations

**<http://www.ohchr.org/english/>**

- United Nations High Commission on Human Rights offers extensive information and materials on human rights treaties, including country reports on compliance.

**<http://www.ilo.org/>**

- The International Labour Organization is the UN specialized agency which seeks the promotion of social justice and internationally recognized human and labour rights.

**<http://www.unsystem.org/>**

- Alphabetic index of websites of the United Nations system of organizations.

**<http://www.who.int/en/>**

- The World Health Organization, the UN specialized agency for health.

**<http://www.ifrc.org/index.asp>**

- The International Federation of Red Cross and Red Crescent Societies is the world's largest humanitarian organization.

**<http://www.usaid.gov/>**

- USAID is an independent federal government agency that receives overall foreign policy guidance from the Secretary of State. Their work supports long-term and equitable economic growth and advances U.S. foreign policy objectives by supporting: 1) economic growth; 2) agriculture and trade; 3) global health; and 4) democracy, conflict prevention and humanitarian assistance.

**<http://www.oas.org/>**

- The Organization of American States (OAS) brings together the countries of the Western Hemisphere to strengthen cooperation and advance common interests. It is the region's premier forum for multilateral dialogue and concerted action.

**<http://www.interaction.org/>**

- InterAction is the largest alliance of U.S.-based international development and humanitarian nongovernmental organizations. With more than 160 members operating in every developing country, this diverse coalition of organizations works to overcome poverty, exclusion and suffering by advancing social justice and basic dignity for all.



**<http://www.sidint.org/>**

- The Society for International Development (SID) is an international network of individuals and organizations, founded in 1957 to promote social justice and foster democratic participation.

**<http://www.iucisd.org>**

- The Inter-University Consortium for International Social Development (IUCISD) is an organization of practitioners, scholars and students in the human services that seeks to develop conceptual frameworks and effective intervention strategies geared to influencing local, national and international systems. It is committed to creating peaceful solutions to the problems of survival at the local, national and global levels.

**<http://newsweek.washingtonpost.com/postglobal>**

- PostGlobal is an experiment in global, collaborative journalism—a running discussion of important issues among dozens of the world’s best-known editors and writers. It aims to create a global dialogue, drawing on independent journalists in the countries where news is happening—from China to Iran, South Africa to Saudi Arabia, and Mexico to India.

**<http://www.devactivism.org>**

- Articles and documentaries on major social issues around the world.

**Social Development in the United States:**

**<http://www.redf.org/index.htm>**

- The Roberts Enterprise Development Fund (REDF), San Francisco, CA

**<http://www.nccbuscc.org/sdwp/>**

- US Catholic Bishops, Social Development and World Peace

**<http://gwbweb.wustl.edu/csd/>**

- Center for Social Development, George Warren Brown School of Social Work, Washington University St. Louis

**<http://www.cr-sdc.org/>**

- Social Development Commission, Milwaukee

**<http://www.gfusa.org/newsletter/spring01/dipal.shtml>**

- Grameen Bank in the USA

**<http://www.cfed.org/>**

- Corporation for Enterprise Development

**Resources for International Exchanges, Study and Employment:**

**<http://www.iassw.soton.ac.uk>**

- International Association of Schools of Social Work

<http://www.iie.org/cies>

- Council for International Exchange of Scholars (CIES) / Fulbright Scholar Program

<http://www.studyabroad.com>

- Programs for students interested in studying abroad

<http://www.peacecorps.gov>

- U.S. Peace Corps

<http://www.worldteach.org>

- World Teach

<http://www2.uta.edu/ssw/utauan/>

- University of Texas at Arlington – Universidad Autónoma de Nuevo León dual degree doctoral program

### **VIII. ACADEMIC ACCOMMODATIONS**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### **IX. EMERGENCY RESPONSE INFORMATION**

To receive information, call the main number at: (213) 740-2711; press #2: “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call: (213) 740-8311

For additional university information, please call: (213) 740-9233

Or visit the University website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and use only the stairwells. Never use elevators in an emergency evacuation.

#### University Park Campus

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

#### City Center

Front of the building (12<sup>th</sup> & Olive)

#### Orange County Campus

Faculty Parking Lot

#### Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

## **X. COURSE OUTLINE, READINGS AND ASSIGNMENTS**

### **Section I     *Introduction to International Social Work***

#### **DATE                   Unit 1 Defining International Social Work and its Importance**

Healy, Lynne M. (2008). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 1: International Social Work: Why Is It Important and What Is It?

Chapter 4: Global Social Issues

Chapter 7: International Professional Action: A Selective History

**Course Objectives** – This class Unit will address:

Objective #1: Define and describe international social work and verbally debate the need for and benefits of engaging in international social work practice.

Objective #6: Gain a deeper understanding of various major issues related to international social welfare, such as: globalization, poverty, migration and refugees, human trafficking, street children and child labor.

#### **DATE                   Unit 2 Social Work and Global Interdependence**

Healy, Lynne M. (2008). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 2: Theories and Concepts Underpinning International Social Work: Globalization

Chapter 8: Social Work Around the World Today

Gray, M., Coates, J., & Yellow Bird, M. (2008). *Indigenous social work around the world. Towards culturally relevant education and practice*. Burlington, VT: Ashgate.

Chapter 1: From “Indigenization” to Cultural Relevance

Chapter 2: Promoting Reciprocal International Social Work Exchanges: Professional Imperialism Revisited

**Course Objectives** – This class Unit will address:

Objective #5: Critically analyze the impact that political, economic, cultural, religious, historical and environmental factors have on social welfare policies and the delivery of human services in developing countries around the world.

#### **DATE                   Unit 3 Values and Ethics for International Social Work**

Healy, Lynne M. (2008). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 9: Values and Ethics for International Professional Action

Chapter 10: International Relief and Development Practice

Gray, M., Coates, J., & Yellow Bird, M. (2008). *Indigenous social work around the world. Towards culturally relevant education and practice*. Burlington, VT: Ashgate.

Chapter 3: Towards an Understanding of Indigenous Social Work

Chapter 4: Indigenous People and the Language of Social Work

**Course Objectives** – This class Unit will address:

Objective #1: Define and describe international social work and verbally debate the need for and benefits of engaging in international social work practice.

Objective #2: Acquire and expand knowledge of diverse theoretical perspectives that attempt to describe and explain international social welfare.

## **Section II**     ***International Social Welfare: Theories and Policies***

### **DATE**                      **Unit 4 International Social Welfare**

Gray, M., Coates, J., & Yellow Bird, M. (2008). *Indigenous social work around the world. Towards culturally relevant education and practice*. Burlington, VT: Ashgate.

Chapter 7: The Development of Culturally Appropriate Social Work Practice in Sarawak, Malaysia

Chapter 9: Tongan Social Work Practice

Chapter 12: Localizing Social Work with Bedouin-Arab Communities in Israel: Limitations and Possibilities

Healy, Lynne M. (2008). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 5: International Social Welfare Organizations and their Functions

**Course Objectives** – This class Unit will address:

Objective #3: Identify various international social welfare policies and critically assess the effectiveness of these policies in relation to international social welfare issues.

Objective #7: Develop a series of resources (i.e., contacts, funders, organizations and academic programs) that can be used to further students' interests and provide opportunities to participate in international social work practice.

### **DATE**                      **Unit 5 Theories of Social Welfare and the Welfare State**

Healy, Lynne M. (2008). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 3: Theories and Concepts Underpinning International Social Work: Development and Human Rights

Midgley, James. (1997). *Social welfare in global context*. Thousand Oaks, CA: Sage Publications.

Chapter 5: Theories of State Welfare

Lyons, Karen. (1999). *International social work: Themes and perspectives*. Brookfield, VT: Ashgate, Arena.

Chapter 3: The State, Welfare and Social Work

**Course Objectives** – This class Unit will address:

Objective #2: Acquire and expand knowledge of diverse theoretical perspectives that attempt to describe and explain international social welfare.

**DATE****Unit 6 International Social Welfare Policy**

Ramanathan, Chathapuram S. & Link, Rosemary J. (1999). *All our futures: Principles and resources for social work practice in a global era*. Pacific Grove, CA: Brooks/Cole Publishers.

Chapter 6: Global Approaches to Learning Social Welfare Policy

Healy, Lynne M. (2008). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 12: Understanding and Influencing Global Policy

Gray, M., Coates, J., & Yellow Bird, M. (2008). *Indigenous social work around the world. Towards culturally relevant education and practice*. Burlington, VT: Ashgate.

Chapter 5: Indigenous Social Work in the United States: Reflections on Indian Tacos, Trojan Horses and Canoes Filled with Indigenous Revolutionaries

Chapter 6: Decolonizing Social Work in Australia: Prospect or Illusion

**Course Objectives** – This class Unit will address:

Objective #3: Identify various international social welfare policies and critically assess the effectiveness of these policies in relation to international social welfare issues.

Objective #5: Critically analyze the impact that political, economic, cultural, religious, historical and environmental factors have on social welfare policies and the delivery of human services in developing countries around the world.

**Section III International Social Development****DATE****Unit 7 Definition and Historical Context of Social Development**

Midgley, J. (1995). *Social development. The developmental perspective in social welfare*. Thousand Oaks, CA: SAGE Publications Inc.

Introduction: pp. 1-11

Chapter 1: A Definition of Social Development

Midgley, J. (2008). Microenterprise, global poverty and social development. *International Social Work*, 51, 467-479.

Nieman, A. (2006). Churches and social development: A South African perspective. *International Social Work*, 49, 595-604.

**Course Objectives** – This class Unit will address:

Objective #4: Describe the social development approach and assess its utility as a strategy to assist developing countries around the world.

**DATE****Unit 8 Theoretical Perspectives of Social Development**

Midgley, J. (1995). *Social development. The developmental perspective in social welfare*. Thousand Oaks, CA: SAGE Publications Inc.

Chapter 3: Theoretical Debates

Hokenstad, Merl C. & Midgley, James. (1997). *Issues in international social work: Global challenges for a new century*. Washington, DC: NASW Press.  
Chapter 6: International Social Development and Social Work: A Feminist Perspective

Hokenstad, Merl C., Khinduka, S. K., & Midgley, James. (1992). *Profiles in international social work*. Washington, DC: NASW Press.  
Chapter 6: Social Work in India: Developmental Roles for a Helping Profession

**Course Objectives** – This class Unit will address:

Objective #2: Acquire and expand knowledge of diverse theoretical perspectives that attempt to describe and explain international social welfare.

Objective #4: Describe the social development approach and assess its utility as a strategy to assist developing countries around the world.

## **DATE** Unit 9 Social Work and International Social Development

**\*\* Midterm Exam due: Due at the beginning of the class on DATE**

Hokenstad, Merl C. & Midgley, James. (1997). *Issues in international social work: Global challenges for a new century*. Washington, DC: NASW Press.  
Chapter 2: Social Work and International Social Development

Ramanathan, Chathapuram S. & Link, Rosemary J. (1999). *All our futures: Principles and resources for social work practice in a global era*. Pacific Grove, CA: Brooks/Cole Publishers.  
Chapter 4: Infusing Global Perspectives into Social Work Practice  
Chapter 11: Social Development in Social Work: Learning from Global Dialogue

**Course Objectives** – This class Unit will address:

Objective #1: Define and describe international social work and verbally debate the need for and benefits of engaging in international social work practice.

Objective #3: Identify various international social welfare policies and critically assess the effectiveness of these policies in relation to international social welfare issues.

Objective #4: Describe the social development approach and assess its utility as a strategy to assist developing countries around the world.

## **Section IV** Social Work Practice and Service Delivery in the Global Context

### **DATE** Unit 10 Poverty, Social Exclusion and Social Development

Lyons, Karen. (1999). *International social work: Themes and perspectives*. Brookfield, VT: Ashgate, Arena.  
Chapter 5: Poverty – A Global Problem

Cooney, K., & Williams Shanks, T. R. (2010). New approaches to old problems: Market-based strategies for poverty alleviation. *Social Service Review*, 84(1), 29-55.



**DATE****Unit 12 Street Children, Child Labor and Social Development**

Basu, K. (2003, October). The economics of child labor. *Scientific American*, 84-91.

Ferguson, K. (2010). Social development, social enterprise, and homeless youth. In J. Midgley, and A. Conley (Eds.), *Social work and social development: Theories and skills for developmental social work* (pp. 145-166). New York: Oxford University Press.

Veale, A. & Dona, G. (2003). Street children and political violence: A socio-demographic analysis of street children in Rwanda. *Child Abuse and Neglect*, 27, 253-269.

Kimmel, C. E., & Roby, J. L. (2007). Institutionalized child abuse: The use of child soldiers. *International Social Work*, 50, 740-754.

**Course Objectives** – This class Unit will address:

Objective #2: Acquire and expand knowledge of diverse theoretical perspectives that attempt to describe and explain international social welfare.

Objective #3: Identify various international social welfare policies and critically assess the effectiveness of these policies in relation to international social welfare issues.

Objective #4: Describe the social development approach and assess its utility as a strategy to assist developing countries around the world.

Objective #6: Gain a deeper understanding of various major issues related to international social welfare, such as: globalization, poverty, migration and refugees, human trafficking, street children and child labor.

**DATE****Unit 13 International Social Work Practice: Looking Ahead**

Healy, Lynne M. (2008). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 11: International/Domestic Practice Interface

Chapter 14: Social Work as a Force for Humane Global Change and Development

Gray, M., Coates, J., & Yellow Bird, M. (2008). *Indigenous social work around the world. Towards culturally relevant education and practice*. Burlington, VT: Ashgate.

Chapter 8. The Past, the Present and the Future: The New Zealand Indigenous Experience of Social Work

Chapter 11. Home-made Social Work: The Two-way Transfer of Social Work Practice Knowledge between India and the USA

**Course Objectives** – This class Unit will address:

Objective #1: Define and describe international social work and verbally debate the need for and benefits of engaging in international social work practice.

Objective #4: Describe the social development approach and assess its utility as a strategy to assist developing countries around the world.

Objective #7: Develop a series of resources (i.e., contacts, funders, organizations and academic programs) that can be used to further students' interests and provide opportunities to participate in international social work practice.



**DATE**

**Unit 14      Class Presentations**

**DATE**

**Unit 15      Class Presentations**