

USC Suzanne Dworak-Peck



School of Social Work

Social Work 670

Global Dimensions in Social Policy and Social Work Practice

Three Units

Summer 2017

*The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a **global perspective**, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and **globally**.*

- Council on Social Work Education, March 2015

Instructor: Murali Nair, PhD

E-Mail: muralina@usc.edu

Telephone: 440-781-1113

Course Day: Friday

Course Time: 7:00 a.m. – 8:15 a.m. &
8:45 a.m. – 10:00 a.m.

Course Location: VAC

Office Hours: By appointment
or before-after class

I. COURSE DESCRIPTION

The purpose of this course 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, faith base, 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 geographic 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 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 ethnic/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 global 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 global 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, faith-based, 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. Student Learning Outcomes

Student learning for this course relates to one of more of the following 10 social work core competencies:

Social Work Core Competencies	SOWK 670	Course Objective
1 Professional Identity	*	1, 3, 4, 6
2 Ethical Practice	*	1, 2,5,6
3 Critical Thinking	*	1 - 7
4 Diversity in Practice	*	2, 3,5,6
5 Human Rights & Justice	*	1,2,6
6 Research Based Practice	*	3,6,7
7 Human Behavior		
8 Policy Practice	*	1, 3, 4, 5
9 Practice Contexts	*	3, 4,5,6
10 Engage, Assess, Intervene, Evaluate	*	2, 3, 4, 5,7

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 one grade less. Student who is tardy three or more times to class may receive a one grade less. Submissions of assignments after the deadline receive one grade less.

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-

Course Assignments, Due Dates & Grading

Assignment

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, websites etc (power point format) to distribute to students and facilitate a 20 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.).** This assignment relates to course objectives #2, 5, 6 and 7.

2) In groups of 2-3 students divided among international social issues/topic areas/regions (e.g., globalization, transfer of social technology, micro enterprises, poverty, refugees/immigration, natural disasters etc.), each student will select one country or region in which this social issue is manifested. Each student will complete a 12 to 15-page case study of this 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). **This paper will be due at Unit #9.** This assignment relates to course objectives #1-6.

3) Prepare a 30-minute group presentation (power point format) 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 2-3 classes (Units 13, 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 works, 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 9th 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. (2016). *International social work. Professional action in an interdependent world (3rd 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.

Recommended Texts, Articles, documentaries:

Cox, D and Pawar, M. (2015). ***International Social Work: Issues, Strategies, and Programs (2nd Edition)***. Thousand Oaks, CA: Sage.

Nair, M. (2016) ***Global Social Work*** in Schott, E & Weiss, E (eds). (2016) *Social Work Practice in Health, Mental Health, and Communities*. Sage Pub. Thousand Oaks, CA

United Nations Development Program

(2011). “***Patterns and trends in human development, equity and environmental indicators,***” ***Human Development Report***. Online at

<http://hdr.undp.org/en/reports/global/hdr2011/download/>

Also click on “***FAQs about the Human Development Index (HDI)***” at the above site.

Billups, James O. (2012). ***Faithful angels: Portraits of international social work notables***. Washington, DC: NASW Press.

Nair, M., Guerrero, E. (2014) ***International Social Work Practice***, in Evidence Based Macro Practice in Social Work, Chapter 26, Gregory Pub. Wheaton, IL.

Nair, M. (2013) ***Resources for Volunteering in Overseas*** In *Engaged Learning for Professional Practice*. Los Angeles: USC Figueroa Press.

Nair, M. *Sri Lanka Experience – Documentary-*

<https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries>

Nair, M. *Tsunami Aftermath – Documentary-*

<https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries>

Nair, M. *India Experience and Healing Visions of India –*

<https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries>

Recommended International Development Organizations' Websites and Resources:

The International Federation of Social Workers (IFSW):

<http://www.ifsw.org/>

The International Federation of Social Workers (IFSW) is a global organization striving for social justice, human rights and social development through the development of social work, best practices and international cooperation between social workers and their professional organizations.

International Association of Schools of Social Work (IASSW)

<http://www.iassw-aiets.org/>

An *International association* of institutions of *social work* education, organizations supporting *social work* education and *social work* educators

Global Awareness Society International:

<http://orgs.bloomu.edu/gasi/philo.php>

United Nations. United Nations Millennium Development Goals.

<http://www.un.org/millennium/declaration/ares552e.pdf>

Watch the following video on the MDGs:

<http://www.beta.undp.org/content/undp/en/home/mdgoverview.html>

United Nations. (2010). The Path to Achieving the MDGs.

http://www.undp.org/content/dam/aplaws/publication/en/publications/MDG/the-path-to-achieving-the-mdgs/Synthesis%20Report_21%20Jul%202010.pdf

- This page provides a search system for locating private voluntary organizations worldwide along with points of contact and organizational descriptions.
- <http://www.webenet.com/pvolist.htm>

<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 Program (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

VII. **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.

VIII. **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>

Course Schedule—Detailed Description

Unit 1 : Introduction, course planning, the role of global social workers,
Defining International Social Work and its Importance

Course Objectives – This class session 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.

Reading:

Healy, Lynne M. (2016). *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

Nair, M. (2016) *Global Social Work* in Schott, E & Weiss, E (eds). (2016) *Social Work Practice in Health, Mental Health, and Communities*. Sage Pub. Thousand Oaks, CA.

***The International Federation of Social Workers* (IFSW):**

<http://www.ifsw.org/>

The International Federation of Social Workers (IFSW) is a global organization striving for social justice, human rights and social development through the development of social work, best practices and international cooperation between social workers and their professional organizations.

***International Association of Schools of Social Work* (IASSW)**

<http://www.iassw-aiets.org/>

An *International association* of institutions of *social work* education, organizations supporting *social work* education and *social work* educators

First as Tragedy, Then as Farce – Global Social Work – Capitalism vs Socialism

<https://www.youtube.com/watch?v=hpAMbpQ8J7g&list=PLJn5sg7bCgXfOX306xobQIsIwSYVgaEAy>

Unit 2 : Social Work and Global Interdependence

Course Objectives – This class session will address:

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

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.

Readings:

Healy, Lynne M. (2016). *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:**

Estes, Richard (2014). United States-Based Conceptualization of International Social Work Education. Washington D.C.: Council on Social Work Education.
<http://www.cswe.org/File.aspx?id=31429>

Global Agenda: <http://www.socialworkers.org/nasw/swan/globalagenda.pdf>
National Association of Social Workers

This *Global Agenda* is the product of a three year collaborative initiative undertaken by ... Our major focus is to strengthen the capacity of communities to *interact* and promote the importance of sustainable, *interdependent* communities.

President Bill Clinton: (2015). Embracing our Common Humanity: Meeting the Challenges of Global Interdependence in the 21st Century

<https://www.youtube.com/watch?v=XBEE-jK2hAI>

Unit 3: International Social Work Practice: Employment, Internships, and Volunteer Opportunities

Course Objectives – This class session will address:

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.

Readings:

White, R. (2015). *Opportunities and challenges for social workers crossing borders.* *International Social Work* 49(5): 1-12.

Nair, M. (2013) **Resources for Volunteering in Overseas** *In Engaged Learning for Professional Practice.* Los Angeles: USC Figueroa Press.

Foreign Service Officer Exam: Preparation for the Written Exam and the Oral Assessment – CliffsTestPrep. 2015.

U.S. Department of State Student Internship Program

<http://careers.state.gov/intern/student-internships>

FSOT (Foreign Service Officers Test) Registration Process

<http://www.pearsonvue.com/fsot/>

Fulbright Project
www.us.fulbrightonline.org

Tips for-Department Of State-Internship (4 minutes)
<https://www.youtube.com/watch?v=FuugdVkdJiQ>

ICP Internships, Fellowships & Careers with the US Department of State (55 minutes)
https://www.youtube.com/watch?v=7gBxb_is58g

Unit 4: Values and Ethics for International Social Work

Course Objectives – This class session 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.

Readings:

Healy, Lynne M. (2016). *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

Nair, M., Guerrero, E. *International Social Work Practice*, in Evidence Based Macro Practice in Social Work, Chapter 26, Gregory Pub. Wheaton, IL. 2014.

Groterath, Angelika: (2010) Book review of *International Social Work Professional Action in an Interdependent World* 2 ed., by Lynne Healy journal of Social Work Values and Ethics, Vol. 7, No. 2, Fall 2010.

International Social Work Code of Ethics
<http://ifsw.org/policies/statement-of-ethical-principles/>

Prof Lynne Healy ~ Current developments in international social work: Challenges, prospects and implications

<https://www.youtube.com/watch?v=0gKZ8QXe0aA&list=PLJn5sg7bCgXfOX306xobQIsIwSYVgaEA&index=2>

Social justice -- is it still relevant in the 21st century? Ted Talk (18 minutes)

<https://www.youtube.com/watch?v=Wtroop739uU>

Unit 5: Global interactions of social workers

Course Objectives – This class session 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 global social welfare issues.

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

Readings:

Healy, Lynne M. (2016). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 5: International Social Welfare Organizations and their Functions

Estes, Richard (2014). United States-Based Conceptualization of International Social Work Education. Washington D.C.: Council on Social Work Education.

<http://www.cswe.org/File.aspx?id=31429>

Global Agenda: <http://www.socialworkers.org/nasw/swan/globalagenda.pdf>

National Association of Social Workers

This *Global Agenda* is the product of a three year collaborative initiative undertaken by ... Our major focus is to strengthen the capacity of communities to *interact* and promote the importance of sustainable, *interdependent* communities.

President Bill Clinton: (2015). Embracing our Common Humanity: Meeting the Challenges of Global Interdependence in the 21st Century

<https://www.youtube.com/watch?v=XBEE-jK2hAI>

Unit 6: How is social development measured? The Human Development Index.

Course Objectives – This class session will address:

Objective #3: Identify various international social welfare policies and critically assess the effectiveness of these policies in relation to global 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 #5: Critically analyze the impact that political, economic, cultural, faith-based, historical and environmental factors have on social welfare policies and the delivery of human services in developing countries around the world.

Readings:

Healy, Lynne M. (2016). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Appendix D: Human Development Index Ranking for Countries.

UNDP (2015) The Human Development Report – Empowered Lives – Resilient Nations.

<http://report.hdr.undp.org/>

International perspective in Social Work – a new challenge?

scienze politiche.unical.it/.../Social%20Work%20in%20a%20globalizing...

problem solving in human relationships and the empowerment

<http://scienze politiche.unical.it/bacheca/archivio/materiale/1862/Social%20Work%20in%20a%20globalizing%20world%20%28University%20of%20Calabria,%20May%2026%20-%2031%202013%29/INTERNATIONAL%20CAMPANINI%20International%20perspective%20in%20sw%20%5Bmodalit%C3%A0%20compatibilit%C3%A0%5D.pdf>

Center for Sustainable Systems, University of Michigan. (2015). Social Development Indicators

http://css.snre.umich.edu/css_doc/CSS08-15.pdf

Foa, Roberto (2015). *Indices of Social Development*. Cambridge, MA: Harvard University.

<http://www.indsocdev.org/resources/Indices%20of%20Social%20Development%20Handbook.pdf>

Measures of Development (4 minutes)

<https://www.youtube.com/watch?v=8sEYB-PWSPc>

How much do you know about the world? Hans Rosling, with his famous charts of global population, health (4 minutes)

<https://www.youtube.com/watch?v=Sm5xF-UYgdg>

Class Group Task:

Peruse the website at <http://hdr.undp.org/en/reports/global/hdr2011/download/>

Compare the trends of two countries over time (the U.S. and one other country of your choice) on each of the components of the Human Development Index).

Discuss what trends your group find and how the two countries compare over time on the HDI data.

Unit 7: *The impact of technology on social development.*

Course Objectives – This class session will address:

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

Readings:

Mutekwe, Edmore (2012): *The impact of technology on social change: a social perspective*. Journal of Research in Peace, Gender and Development (IS SN: 2251-0036) Vol. 2(11) pp. 226-238, November, 201

Gough, Ian (2013) *Social policy regimes in the developing world*. In: Kennett, Patricia, (ed.) A Handbook of comparative social policy. Elgar original reference . Edward Elgar Publishing Ltd , Cheltenham UK, pp. 205 - 224.

UNITED NATIONS RESEARCH INSTITUTE FOR SOCIAL DEVELOPMENT *Information Technology, Globalization and Social Development Manual* Castells UNRISD Discussion Paper No. 114, 2014.

[http://www.unrisd.org/80256B3C005BCCF9/%28httpAuxPages%29/F270E0C066F3DE7780256B67005B728C/\\$file/dp114.pdf](http://www.unrisd.org/80256B3C005BCCF9/%28httpAuxPages%29/F270E0C066F3DE7780256B67005B728C/$file/dp114.pdf)

Technology for Social Good: Kim Box at TEDxSacramentoSalon
TedTalk- (8 minutes)
<https://www.youtube.com/watch?v=vfWoLX-0vII>

Unit 8: **Grass root level community empowerment models- Case studies**

Course Objectives – This class session will address:

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

Objective #5: Critically analyze the impact that political, economic, cultural, faith-based, historical and environmental factors have on social welfare policies and the delivery of human services in 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.

Readings:

Healy, Lynne M. (2016). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 12: Understanding and Influencing Global Policy

Escandón, Socorro (2010). *Theoretical Versus Grass-Roots Development of a Community Partnership*. The Qualitative Report Volume 15 Number 1 January 2010 142-155
<http://www.nova.edu/ssss/QR/QR15-1/escandon.pdf>

Silliman, Sarah (ed) 2011. *Global Summit on Grassroots Women's Leadership and Governance* The Huairou Commission| March 3-8, 2011| New York.
https://huairou.org/sites/default/files/SUMMIT%20REPORT%20website.final_.pdf

Nair, M., Brody, R. & Palackal, A. (2007). *Grassroot Development: Establishing Successful Micro Enterprises: Kerala Experience*. Solon: OH. Human Networks Publication.

International Council on Social Welfare Global Program
www.ilo.org/.../wcms_080288.pdf

International Programs - Social Security in Other Countries

<https://www.ssa.gov/international/links.html>

Social Security Administration

International Programs home /; *Social Security in Other Countries* ... An ever-increasing number of *social* security agencies and organizations around the *world* are ... Croatia. Ministarstvo rada i socijalna skrbi (Ministry of Labor and *Social Welfare*) ... Consejo Nacional de Seguridad *Social* (National *Social Security Council*) ..

Kudumbashree: Women power unleashed (26 minutes)

<https://www.youtube.com/watch?v=-Tdzf9kOPUQ>

Unit 9: Social Development Strategies: Investing in Children & Youth

Course Objectives – This class session will address:

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

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.

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.

Readings:

Healy, Lynne M. (2016). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 8: Global Social Issues.

Bettmann, J., Jacques, G., Frost, C. (ed) (2013). *Child Welfare* in International Social Work Practice: Case Studies from a Global Context. PP: 13-41. NY: Routledge.

Bettmann, J., Jacques, G., Frost, C. (ed) (2013). *Adolescents* in International Social Work Practice: Case Studies from a Global Context. PP: 186-216. NY: Routledge.

UNICEF (2015). *Investing in Children -A brief review of the social and economic returns to investing in children.*

http://www.unicef.org/socialpolicy/files/Investing_in_Children_19June2012_e-version_FINAL.pdf

Save the Children Child Rights Governance Initiative (2011): *Investment in children Report*
<https://www.savethechildren.net/sites/default/files/libraries/Investment-in-children-FINAL-REPORT.pdf>

The Nobel Peace Prize 2014: Kailash Satyarthi, Malala Yousafzai.

http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-facts.html

Ending World Hunger, One Grilled Cheese at a Time: Kristin Walter & Talis Apud-Hendricks at TEDxOU (18 minutes)

<https://www.youtube.com/watch?v=1IShszU87U>

Unit 10: Social Development Strategies: Enabling Productive Aging

Course Objectives – This class session will address:

Objective #5: Critically analyze the impact that political, economic, cultural, faith-based, historical and environmental factors have on social welfare policies and the delivery of human services in 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.

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.

Readings:

Healy, Lynne M. (2016). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 9: Global Social Issues

Bettmann, J., Jacques, G., Frost, C. (ed) (2013). *Elder Care/Elder Population & Changes in Caregivers* in *International Social Work Practice: Case Studies from a Global Context*. PP: 123-185. NY: Routledge.

United Nations -World Assembly on Aging (2012). *The Vienna International Plan of Action on Aging*.

<http://www.un.org/es/globalissues/ageing/docs/vipaa.pdf>

United Nations Economic Commission (2012). *Active Ageing*

https://www.unece.org/fileadmin/DAM/pau/age/Policy_briefs/ECE-WG.1.17.pdf

Nair, M. (2015) Super Centenarians of Spice Mountains – Mini Documentary.

<https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries>

Nair, M. (2015) Centenarians of Costa Rica– Mini Documentary.

<https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries>

Nair, M. (2015) Centenarians of China – Mini Documentary.

<https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries>

Hans Rosling: Global population growth, box by box (10 minutes)

<https://www.youtube.com/watch?v=fTznEIZRkLg>

Unit 11: Social Development Approaches to Health – Mental Health

Course Objectives – This class session will address:

Objective #5: Critically analyze the impact that political, economic, cultural, faith-based, historical and environmental factors have on social welfare policies and the delivery of human services in 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.

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.

Readings:

Clift, Charles. (2013). *The Role of the World Health Organization in the International System*
https://www.chathamhouse.org/sites/files/chathamhouse/public/Research/Global%20Health/0213_who.pdf

John Hopkins University (2015). Where can international health take you?
<http://www.jhsph.edu/departments/international-health/alumni/internationalhealth-alumni-web.pdf>

World Health Organization - WHO. (2015). *Mental Health Global Action Program*.
http://www.who.int/mental_health/media/en/265.pdf

World Health Organization - WHO. (2015). *Mental Health Action Plan.- 2013-2020*.
http://apps.who.int/iris/bitstream/10665/89966/1/9789241506021_eng.pdf

A Case Study in Global Health: Bob Einterz at TEDxBloomington (18 minutes)
<https://www.youtube.com/watch?v=x8vT6VM9W1M>

Unit 12: Social Development Strategies for Substance Abuse

Course Objectives – This class session 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 global social welfare issues.

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.

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.

Readings:

Bettmann, J., Jacques, G., Frost, C. (ed) (2013). *Substance Abuse* in International Social Work Practice: Case Studies from a Global Context. PP: 13-41. NY: Routledge.

World Summit for Social Development- United Nations (2015). The Social Impact of Drug Abuse.

https://www.unodc.org/pdf/technical_series_1995-03-01_1.pdf

World Health Organization. (2015). Global strategy to reduce the harmful use of alcohol.

http://www.who.int/substance_abuse/msbalcstragegy.pdf

Drug De-addiction Program - A talk by Sangeeta Jani, Sr Art of Living Teacher (2 minutes)

<https://www.youtube.com/watch?v=s50vCq7mj2Q>

Unit 13: Social Development Strategies for Poverty Reduction

Course Objectives – This class session will address:

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.

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.

Readings:

Healy, Lynne M. (2016). *International social work. Professional action in an interdependent world.* NY: Oxford University Press.

Chapter 4: Global Social Issues

Nair, M., Brody, R. & Palackal, A. (2007). *Grassroot Development: Establishing Successful Micro Enterprises: Kerala Experience.* Solon: OH. Human Networks Publication.

UNESCO. (2012). *Social Capital and poverty Reduction: Which role for the civil society organizations and the state?*

http://www.unesco.org/most/soc_cap_symp.pdf

United Nations Capital Development Fund. (2014). *Empowering the Poor Local Governance for Poverty Reduction.*

<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan010168.pdf>

United Nations - UNDESA, UNICEF (2015). *Social protection: A development priority in the post-2015 UN development agenda*.

http://www.un.org/millenniumgoals/pdf/Think%20Pieces/16_social_protection.pdf

Heifer International's Global Gateway program invites groups to spend a night living in "Global Villages" to learn first-hand about hunger and poverty. (9 minutes)

<https://www.youtube.com/watch?v=xi10qHUDh10>

Unit 14: Social Development Strategies for migration – refugee movements
Class Presentations

Course Objectives – This class session 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.

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.

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.

Reading:

Healy, Lynne M. (2016). *International social work. Professional action in an interdependent world*. NY: Oxford University Press.

Chapter 12: Understanding and Influencing Global Issues.

Transatlantic council on Labor Migration. (2015). *From Refugee to Labor Migrant – Labor Mobility's Protection Potential*.

<http://www.migrationpolicy.org/programs/transatlantic-council-migration>

UNHCR (2015). Refugee Protection and International Migration.

<http://www.unhcr.org/5485d2069.pdf>

Discipleshomemissions (2015). Root Causes of Refugee and Immigration Movements

<https://www.discipleshomemissions.org/wp-content/uploads/2012/10/RIMRootCauses.pdf>

Immigration, World Poverty and Gumballs - NumbersUSA.com (6 minutes)

<https://www.youtube.com/watch?v=LPjzfGChGIE>

Unit 15: International Social Work Practice: Looking Ahead

Class Presentations

Course Objectives – This class session will address:

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.

Readings:

Healy, Lynne M. (2016). *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

NASW INTERNATIONAL COMMITTEE

The Global Agenda—Linking Global Social Work to Regional & Local Practice

<http://www.naswdc.org/practice/intl/2014/GlobalAgendaUpdate.pdf>

Social Drivers of Sustainable Development

[http://www.unrisd.org/80256B3C005BCCF9/%28httpAuxPages%29/BC60903DE0BEA0B8C1257C78004C8415/\\$file/04%20-%20Social%20Drivers%20of%20Sustainable%20Development.pdf](http://www.unrisd.org/80256B3C005BCCF9/%28httpAuxPages%29/BC60903DE0BEA0B8C1257C78004C8415/$file/04%20-%20Social%20Drivers%20of%20Sustainable%20Development.pdf)

University Policies and Guidelines

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 email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

Statement for Students with Disabilities

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.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

Emergency Response Information

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (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 university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation. Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at

<https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

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

Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

Policy on Late or Make-Up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

Code of Ethics of the National Association of Social Workers (Optional)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing & help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, & living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance

the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

These core values reflect what is unique to the social work profession. Core values, & the principles that flow from them, must be balanced within the context and complexity of the human experience.

Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the lead faculty member, Cheryl Macon Oliver at maconoli@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

Tips for Maximizing Your Learning Experience in this Course

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
