

**Global Dimensions in Social Policy and Social Work Practice**

**Social Work 670**

**Section #61085**

3 units

*“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 2017

**SYLLABUS**

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**Office Hours Days & Times:** by appointment  
**Course Day & Time:** Thursdays 1:00 pm-3:50 pm  
**Course Location** City Center 11 F

**NOTE: It is School Policy that instructors and students use their @usc.edu or other official USC email address for school-related email communications.**

**I. COURSE PREREQUISITES**

Students will have successfully completed the generalist semester courses (506, 544, 536, & 546) before enrolling in this course.

## II. CATALOGUE DESCRIPTION

Exploration and critique of how political, economic, cultural, religious and environmental factors impact social welfare policies, social work practice, and social development globally.

## III. 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.

## IV. COURSE OBJECTIVES

STUDENTS COMPLETING THIS COURSE WILL BE ABLE TO:

| Objective |  |
|-----------|--|
| 1         | Apply diverse culturally, theoretically, and empirically based global social work strategies for overcoming oppression and social injustice.   |
| 2         | Assess the social development approach model and its utility as a strategy to assist developing countries around the world.  |
| 3         | Recognize how diverse global social welfare modalities affect their values, biases, identities and life experiences, as well as those of colleagues.   |
| 4         | 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. |

## V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Individual and group student presentations are integral aspects of this course. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

**Instructor's Oath**

*"As your instructor, to each of you, I pledge the following:*

- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To accommodate when appropriate and within reason;*
- *To try to be an engaging and effective instructor; and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook, Section 3-C (2) (see <https://policy.usc.edu/files/2014/02/Faculty-Handbook-2015.pdf>).*

*If at any time you feel I have not honored this oath, please contact me so that I am aware of your concerns and have an opportunity to address them."*

**VI. STUDENT LEARNING OUTCOMES**

The table below presents the nine social work competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards. An asterisk (\*) indicates the competencies that are highlighted in this course.

| <b>Social Work Core Competencies</b> |  |
|--------------------------------------|--|
| 1                                    | <b>Demonstrate Ethical and Professional Behavior</b>                                       |
| 2                                    | <b>Engage in Diversity and Difference in Practice*</b>                                     |
| 3                                    | <b>Advance Human Rights and Social, Economic, and Environmental Justice*</b>               |
| 4                                    | <b>Engage in Practice-informed Research and Research-informed Practice</b>                 |
| 5                                    | <b>Engage in Policy Practice</b>   |
| 6                                    | <b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>           |
| 7                                    | <b>Assess Individuals, Families, Groups, Organizations, and Communities</b>                |
| 8                                    | <b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>        |
| 9                                    | <b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b> |

\* Highlighted in this course

The table on the next page shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency and methods for assessing whether the outcomes have been achieved.

| Competency   | Objectives  | Behaviors   | Dimensions | Content   |
|--|---|---|------------|---|
| <b>Competency 2</b><br><b>Engage in Diversity and Difference in Practice</b> | <b>Objective 1 –</b><br>Apply diverse culturally, theoretically, and empirically based global social work strategies for overcoming oppression and social injustice.<br><br><b>Objective 2 –</b><br>Assess the social development approach model and its utility as a strategy to assist developing countries around the world. | <b>2a.</b> Examines how diversity and difference shape one’s own and others’ life experiences and biases and their possible impact on practice across micro, mezzo, and macro levels, occurring in communities and organizations and business environments. | Values     | Units 1-3, 6, 9, & 11-12<br><br>Assignment 1<br><br>Assignment 2<br><br>Assignment 3<br><br>Participation |

| Competency  | Objectives  | Behaviors   | Dimensions    | Content   |
|---|---|---|---------------|---|
| <b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b> | <p><b>Objective 3 –</b><br/>Recognize how diverse global social welfare modalities affect their values, biases, identities and life experiences, as well as those of colleagues.</p> <p><b>Objective 4 –</b><br/>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.</p> | <p><b>3a.</b> Assesses social trends, and governmental actions nationally and/or globally to recognize the impact on the well-being of individuals, families and communities.</p> | <p>Skills</p> | <p>Units 4-5, 7-8, 10, &amp; 13-15</p> <p>Assignment 1</p> <p>Assignment 2</p> <p>Participation</p> |

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING ASSIGNMENTS

| Assignment   | Due Date                     | % of Final Grade |
|--|------------------------------|------------------|
| <b>Assignment 1</b><br><i>Mini individual Presentation</i>               | Week 2-11<br>(except week 7) | 20%              |
| <b>Assignment 2</b><br><i>Major Research Paper</i>                       | Week 7                       | 40%              |
| <b>Assignment 3</b><br><i>Group Presentation</i>                         | Week 14-15                   | 25%              |
| <b>Active and Proactive Learning, and Meaningful Class Participation</b> | Throughout                   | 15%              |

Each of the major assignments is described below.

### Assignment 1 – Mini Individual Presentation

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 based on the topic you have chosen. 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. Due Unit 2-11. **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 with special reference to diversity, social and economic justice. You should locate and bring in outside materials for this mini-presentation (e.g., newspaper articles, relevant websites, news events, policy decisions, etc.).**

**Due:** Presentations will be held from week 2-11.

*This assignment relates to course objectives # 1, 2, 3 and 4.*

### Assignment 2 – Major Research Paper

Each student will complete a 12 to 15-page Global Case Study and Analysis of a social and economic justice issue (e.g., globalization, transfer of social technology, micro enterprise, environmental sustainability, human rights, poverty, refugees/immigration, natural disasters etc.), 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).

**Due:** Week 7.

*This assignment relates to course objectives #1, 2, 3 and 4.*

### **Assignment 3 – Group Presentation**

All students in the group get the same grade. This assignment involved compiling an anthology of significant materials of selected topic and distribute it to the class prior to the presentation. In groups of 2-3 students divided among international social and economic justice issues/topic areas/regions prepare a 30-minute group presentation (power point format). In this assignment students are compiling their research on individual country based social issues (from assignment one) to regional based common theme and develop innovative ways to tackle the issues. Expanded version of the group assignment will be discussed in class.

**Due:** Presentations will be held from week 14-15.

*This assignment relates to course objectives #1, 3, and 4 points.*

### **Critical Reflection, Active and Proactive Learning, and Meaningful Class Participation (15% of Course Grade)**

Given the nature of this class, critical reflection, participation, and interaction of students are essential. To enhance the learning experience for students individually and collectively, students are expected to be active participants in their learning and proactive. This will require mental, physical and emotional effort from students, both inside and outside the formal classroom. Active learning involves assuming responsibility for learning; completing required readings and assignments prior to class; and coming to class with culturally aware, sensitive, and thoughtful comments, reflections or questions about concepts, readings and assignments. Proactive learning involves anticipating workload and challenges, and taking the initiative to reach out to the instructor when concerned about possible challenges in the class. It also involves regular communication with the instructor about the course and my performance as the instructor.

Along with active and proactive learning, students are expected to participate meaningfully in class and to contribute to the development of a positive learning environment. Meaningful participation consists of culturally sensitive, thoughtful, and respectful participation based on having completed required readings, activities and assignments prior to class. For our purposes, contributing “to the development of a positive learning environment” refers to the extent to which students participate in or help create an environment that is professional, engaging, fun, challenging, supportive, brave, and effective. “Environment” refers to our physical classroom, small group settings, other settings in which learning or teaching might occur, and the overall climate and culture of our class.

Please refer to the rubric below for the criteria that will be used to determine your participation grade. For each of fifteen criteria, 0 to 1 point can be earned, for a maximum of 15 points.

| Criteria  | Never or Rarely | Regularly or Always |
|---|-----------------|---------------------|
| <b><i>Awareness and Critical Reflection (0 – 4 points)</i></b>  |                 |                     |
| (1) Student shows openness and respect to different worldviews and to difference.   | 0               | 1                   |
| (2) Student displays awareness of unexpected emotions or reactions when addressing or discussing difficult topics.  | 0               | 1                   |
| (3) Student demonstrates critical reflection about course content and experiences, including cognitive and affective processes and reactions.   | 0               | 1                   |
| (4) Student recognizes others' sense of vulnerability   | 0               | 1                   |
| <b><i>Active and Proactive Learning (0 – 4 points)</i></b>  |                 |                     |
| (5) Student demonstrates that she/he/they has completed course readings and prepared for class.   | 0               | 1                   |
| (6) Student communicates with the instructor about (a) the course, (b) their/her/his performance in the course, and (c) the instructor's performance in the course.                           | 0               | 1                   |
| (7) Students demonstrates attending and active listening in the classroom.  | 0               | 1                   |
| (8) Student seizes opportunities to step out of comfort zone to engage in deeper learning about self and others.  | 0               | 1                   |
| <b><i>Meaningful Participation (0 – 7 points)</i></b>   |                 |                     |
| (9) Student participates in class discussions.  | 0               | 1                   |
| (10) Student's communication, behavior, and participation are professional, culturally sensitive, and appropriate (this includes appropriate use of laptops and mobile devices during class). | 0               | 1                   |
| (11) Student helps to maintain a positive learning environment.   | 0               | 1                   |
| (12) Student integrates diverse perspectives in comments, responses and discussions.  | 0               | 1                   |
| (13) Student helps foster a learning environment that is safe and brave.  | 0               | 1                   |
| (14) Student respectfully challenges thoughts, ideas, and discussions to expand the zone of comfort for self and others.  | 0               | 1                   |
| (15) Student adeptly engages self and others in processing difficult conversations and disagreements.   | 0               | 1                   |

*This "assignment" relates to objectives 1 - 5 and to student learning outcomes 2a, 2b, 2c, 3a, 3b, and 3c.*



### 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 9<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.

### Grading

Class grades will be based on the following:

| Class Grades |    | Final Grade |    |
|--------------|----|-------------|----|
| 3.85 – 4     | A  | 93 – 100    | A  |
| 3.60 – 3.84  | A- | 90 – 92     | A- |
| 3.25 – 3.59  | B+ | 87 – 89     | B+ |
| 2.90 – 3.24  | B  | 83 – 86     | B  |
| 2.60 – 2.87  | B- | 80 – 82     | B- |
| 2.25 – 2.50  | C+ | 77 – 79     | C+ |
| 1.90 – 2.24  | C  | 73 – 76     | C  |
|              |    | 70 – 72     | C- |

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

(1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

### **Class Attendance Expectations**

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

## VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Text Book

Midgley, J. (2017) *Social Welfare for a Global Era: International Perspectives on Policy and Practice*. Thousand Oaks, CA: Sage.

### Course Reader

Other required and recommended course readings are presented in the detailed course schedule. These readings are available on electronic reserve through ARES.

To access ARES, go to <https://reserves.usc.edu> and log in using your USC NetID and email password. When logged in, search the reserves for instructor [Last Name, First Name] and then add the course.

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

### Guides for Academic Integrity, APA Style Formatting, Writing & Research:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

APA formatting and style guide. (1995-2015). The OWL at Purdue. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/08/>

USC guide to avoiding plagiarism: <http://www.usc.edu/libraries/about/reference/tutorials/avoiding-plagiarism/story.html>

USC Libguides

### Recommended Texts, Articles & Documentaries

*(All of these are available at School Library under reserve)*

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

NASW (2017) *Social Work and International Development A Global Role for Social Workers* Washington, DC: NASW Press (booklet)

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.

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. *China Experience – Documentary* - <https://tinyurl.com/DrMuraliNair>

Nair, M. *Sri Lanka Experience – Documentary*- <https://tinyurl.com/DrMuraliNair>

Nair, M. *Tsunami Aftermath – Documentary*- <https://tinyurl.com/DrMuraliNair>

Nair, M. *India Experience and Healing Visions of India* – <https://tinyurl.com/DrMuraliNair>

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/>

#### Journals

*International Social Work*

All issues: January 1959 - September 2017 – Free access

<http://journals.sagepub.com/loi/isw>

*Global Social Welfare: Research, Policy, & Practice*

<http://www.springer.com/social+sciences/journal/40609>

*International Journal of Social Welfare*

<http://www.scimagojr.com/journalsearch.php?q=29831&tip=sid&clean=0>

*International Journal of Social Work and Human Services Practice*

[http://www.hrpub.org/journals/jour\\_info.php?id=92](http://www.hrpub.org/journals/jour_info.php?id=92)

*International Journal of Social Development*

<https://newsphilosophy.wordpress.com/2015/10/07/international-journal-of-social-development/>

*International Journal of Social Welfare*

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-2397/issues](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-2397/issues)

*Social Development Issues: Alternative Approaches to Global Human Needs*

<http://socialdevelopment.net>

## Course Overview

| Unit   | Topics  | Assignments  |
|--|---|--|
| <b>PART I – CONTEXTUALIZING GLOBAL DIMENSIONS IN SOCIAL WORK</b> |   |  |
| 1  | <ul style="list-style-type: none"> <li>■ Introduction</li> <li>■ Explanation of syllabus and required assignments</li> <li>■ Role of global social workers</li> <li>■ Key Concepts and Definitions of global social work and its importance</li> </ul>  |  |
| 2  | <ul style="list-style-type: none"> <li>■ Opportunities in Global Social Work</li> <li>■ Volunteer - paid internship and Fulbright opportunities</li> <li>■ Employment prospects with United Nations, US State Department, Non-profit and For profit International Welfare Organizations.</li> </ul> | ASSIGNMENT 1<br>DUE<br><br>Mini Individual<br>Presentations<br>Begin |
| 3  | <ul style="list-style-type: none"> <li>■ Professional Social Work in the International Context</li> <li>■ Challenges and Issues</li> <li>■ Values, Ethics, and Human Rights Concerns for International Social Work</li> </ul>   | Mini Individual<br>Presentations<br>Continue                         |
| <b>PART II – SOCIAL WELFARE FOR A GLOBAL ERA</b>                 |   |  |
| 4  | <ul style="list-style-type: none"> <li>■ Globalization: Historical and Academic Perspective</li> <li>■ Unraveling Globalization: Definition and Dimensions</li> <li>■ The Impact of Globalization</li> <li>■ Responding to Globalization</li> </ul>   | Mini Individual<br>Presentations<br>Continue                         |
| 5  | <ul style="list-style-type: none"> <li>■ International Collaboration in Social Welfare</li> <li>■ Promoting International Social Welfare Cooperation</li> <li>■ Issues and Challenges</li> <li>■ Grass Root Level Community Empowerment Models – Case Studies</li> </ul>                            | Mini Individual<br>Presentations<br>Continue                         |
| 6  | <ul style="list-style-type: none"> <li>■ International Social Welfare and Social Change</li> <li>■ Analyzing Social Change</li> <li>■ Changing State Welfare: From Golden Age to Crisis and Beyond</li> <li>■ The Future of State Welfare: Shaping the New Pluralism</li> </ul>                     | Mini Individual<br>Presentations<br>Continue                         |
| <b>PART III – INTERNATIONAL SOCIAL DEVELOPMENT PERSPECTIVES</b>  |   |  |
| 7  | <ul style="list-style-type: none"> <li>■ International Social Development – Theoretical and Practice Perspective</li> <li>■ The Human Development Index</li> <li>■ Social Development Strategies: Investing in Children &amp; Youth</li> </ul>  | Major Research<br>Paper Due  |
| 8  | <ul style="list-style-type: none"> <li>■ Features of Social Development</li> <li>■ Sustainable Economic Development</li> <li>■ Social Development: Limitations and Prospects</li> <li>■ Social Development Strategies: Enabling Productive Aging</li> </ul>   | Mini Individual<br>Presentations                                     |
| 9  | <ul style="list-style-type: none"> <li>■ Nonprofits and Faith based Services: International Dimensions</li> <li>■ Role of the Volunteer Sector</li> <li>■ Social Development Strategies for Substance Abuse</li> </ul>  | Mini Individual<br>Presentations<br>Continue                         |

|   |   |  |
|---|---|--|
| 10  | <ul style="list-style-type: none"> <li>■ Government Welfare in the Modern World</li> <li>■ State Welfare Around the World</li> <li>■ Social Development Strategies for Poverty Reduction</li> </ul>   | Mini Individual Presentations Continue |
| <b>PART IV – TRENDS IN GLOBAL SOCIAL WORK</b> |   |  |
| 11  | <ul style="list-style-type: none"> <li>■ Welfare, Markets and Commercial Provision</li> <li>■ Understanding Varieties of Market Based Welfare</li> <li>■ Limitations of Markets and Commercial Provisions</li> <li>■ Strategies for Integrative Health-Mental Health- Case Studies</li> </ul>   | Mini Individual Presentations END      |
| 12  | <ul style="list-style-type: none"> <li>■ Technology Enhanced Social Welfare</li> <li>■ Transfer of Social Technology Models</li> <li>■ Delivering services to Refugees and Migrants – Policy implications</li> </ul>  |  |
| 13  | <ul style="list-style-type: none"> <li>■ International Social Work Practice: Looking Ahead</li> <li>■ Case studies from Scandinavian countries</li> <li>■ USC Social Work Global Immersion programs in China, Philippine, Israel</li> </ul>   |  |
| 14  | <ul style="list-style-type: none"> <li>■ Summative Assessments</li> </ul>   | Group Presentations                    |
| 15  | <ul style="list-style-type: none"> <li>■ <b>Wrap-up</b> <ul style="list-style-type: none"> <li>▼ Review</li> <li>▼ Next steps                             <ul style="list-style-type: none"> <li>➢ Professional responsibilities</li> </ul> </li> </ul> </li> <li>Life-long learning</li> </ul> | Group Presentations                    |
| <b>STUDY DAYS / NO CLASSES</b>                |   |  |
| <b>Final Examination</b>                      |   |  |

Comment [DB1]:

Comment [Office2R1]:

## Course Schedule – Detailed Description

### PART I – CONTEXTUALIZING GLOBAL DIMENSIONS IN SOCIAL WORK

| Unit 1:   | Welcome and Overview | Month Date |
|---|----------------------|------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ Introduction</li> <li>■ Explanation of syllabus and required assignments</li> <li>■ Significance of Course</li> <li>■ Role of Global Social Workers</li> </ul> <p>This Unit relates to course objectives 1-3</p>  |                      |            |
| <p><b>Required Readings: (39 Pages and 11 mins video)</b></p> <p>Midgley, J. (2017) <i>Social Welfare for a Global Era: International Perspectives on Policy and Practice</i>. Thousand Oaks, CA: Sage. Introduction – Welfare and the Global Era: pp:X-XV1</p> <p>Nair, M. (2016) <i>Global Social Work</i> in Schott, E &amp; Weiss, E (eds). (2016) <i>Social Work Practice in Health, Mental Health, and Communities</i>. Sage Pub. Thousand Oaks, CA.</p> <p><i>The International Federation of Social Workers (IFSW):</i><br/> <a href="http://www.ifsww.org/">http://www.ifsww.org/</a><br/>           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.</p> <p><i>International Association of Schools of Social Work (IASSW)</i><br/> <a href="http://www.iassw-aiets.org/">http://www.iassw-aiets.org/</a><br/>           An International association of institutions of social work education, organizations supporting social work education and social work educators</p> <p><i>First as Tragedy, Then as Farce – Global Social Work – Capitalism vs Socialism</i><br/> <a href="https://www.youtube.com/watch?v=hpAMbpQ8J7g&amp;list=PLJn5sg7bCgXfOX306xobQlslwSYVgaEAv">https://www.youtube.com/watch?v=hpAMbpQ8J7g&amp;list=PLJn5sg7bCgXfOX306xobQlslwSYVgaEAv</a></p> |                      |            |

| Unit 2:   | Opportunities in Global Social Work | Month Date |
|---|-------------------------------------|------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ Opportunities in Global Social Work</li> <li>■ Volunteer- Paid Internship and Fulbright Opportunities</li> <li>■ Employment Prospects with United Nations, US State department, Non-Profit and For-Profit International Welfare</li> </ul> <p>This Unit relates to course objectives 1-2</p>  |                                     |            |
| <p><b>Required Readings: (45 Pages and 25 mins video)</b></p> <p>NASW (2017) <i>Social Work and International Development: Global Role for Social Workers</i>. Washington, DC: NASW Press (brochure)</p> <p>White, R. (2015) <i>Opportunities and challenges for social workers crossing borders. International Social Work</i> 49 (5): 1-12.</p> <p>Nair, M. (2013) <i>Resources for Volunteering in Overseas In Engaged Learning for Professional Practice</i>. Los Angeles: USC Figueroa Press.</p> <p>Foreign Service Officer Exam: Preparation for the Written Exam and the Oral Assessment – CliffsTestPrep. 2015.</p> <p>U.S. Department of State Student Internship Program<br/> <a href="http://careers.state.gov/intern/student-internships">http://careers.state.gov/intern/student-internships</a><br/>           FSOT (Foreign Service Officers Test) Registration Process<br/> <a href="http://www.pearsonvue.com/fsot/">http://www.pearsonvue.com/fsot/</a></p> <p>Fulbright Project<br/> <a href="http://www.us.fulbrightonline.org">www.us.fulbrightonline.org</a></p> <p>Tips for-Department Of State-Internship (4 minutes)<br/> <a href="https://www.youtube.com/watch?v=FuugdVkdJiQ">https://www.youtube.com/watch?v=FuugdVkdJiQ</a></p> <p>ICP Internships, Fellowships &amp; Careers with the US Department of State (55 minutes)<br/> <a href="https://www.youtube.com/watch?v=7gBxb_is58g">https://www.youtube.com/watch?v=7gBxb_is58g</a></p> |                                     |            |

| Unit 3:  | Professional Social Work in the International Context | Month Date |
|--|---|------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ Professional Social Work in the International Context</li> <li>■ Challenges and Issues</li> <li>■ Values, Ethics, and Human Rights Concerns for International Social Work</li> </ul> <p>This Unit relates to course objectives 2-3</p> |   |            |
| <p><b>Required Readings: (39 pages)</b></p>  |   |            |



Midgley, J. (2017) *Social Welfare for a Global Era: International Perspectives on Policy and Practice*. Thousand Oaks, CA: Sage. Chapter 6: "Professional Social Work in the International Context". Pp: 91-108

NASW (2017) *Social Work and International Development. A Global Role for Social Workers*. Washington, DC: NASW Press (brochure)

Keeney, A and others (2016) *Human Rights and Social Work Codes of Ethics: An International Analysis Journal of Social Welfare and Human Rights*. December 2014, Vol. 2, No. 2, pp. 01-16-ISSN: 2333-5920  
[https://jswhr.com/journals/jswhr/Vol\\_2\\_No\\_2\\_December\\_2014/1.pdf](https://jswhr.com/journals/jswhr/Vol_2_No_2_December_2014/1.pdf)

International Federation of Social Workers. (2016) An ethical code for international social work professionals. [http://cdn.ifsw.org/assets/Socialt\\_arbete\\_etik\\_08\\_Engelsk\\_LR.pdf](http://cdn.ifsw.org/assets/Socialt_arbete_etik_08_Engelsk_LR.pdf)

**PART II – SOCIAL WELFARE FOR A GLOBAL ERA**

| <b>Unit 4:</b>   | <b>Perspectives on Globalization</b> | <b>Month Date</b> |
|--|--------------------------------------|-------------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ Globalization: Historical and Academic Perspective</li> <li>■ Unraveling Globalization: Definition and Dimensions</li> <li>■ The Impact of Globalization</li> <li>■ Responding to Globalization</li> </ul> <p>This Unit relates to course objectives 2-4</p>   |                                      |                   |
| <p><b>Required Readings: (41 pages and 13-minutes video)</b></p> <p>Midgley, J. (2017) <i>Social Welfare for a Global Era: International Perspectives on Policy and Practice</i>. Thousand Oaks, CA: Sage. Chapter 3: "Globalization and Global Era" pp: 37-56</p> <p>Nair, M., Guerrero, E. <i>International Social Work Practice</i>, in Evidence Based Macro Practice in Social Work, Chapter 26, Gregory Pub. Wheaton, IL. 2014.</p> <p>Alfandary, P. (2016) <i>The myth of globalization – Global Village</i>: TED TALK<br/><a href="https://www.youtube.com/watch?v=xUYNB4a8d2U">https://www.youtube.com/watch?v=xUYNB4a8d2U</a></p> |                                      |                   |

| <b>Unit 5:</b>  | <b>International Collaboration in Social Welfare</b> | <b>Month Date</b> |
|---|--|-------------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ International Collaboration in Social Welfare</li> <li>■ Promoting International Social Welfare Cooperation</li> <li>■ Issues and Challenges</li> <li>■ Grass Root Level Community Empowerment Models – Case Studies</li> </ul> <p>This Unit relates to course objectives 3-4</p> |  |                   |
| <p><b>Required Readings: (41 pages and 13-minutes video)</b></p>  |  |                   |

Midgley, J. (2017) *Social Welfare for a Global Era: International Perspectives on Policy and Practice*. Thousand Oaks, CA: Sage. Chapter 11 "International Collaboration in Social Welfare" pp: 179-196.

NASW (2017) *Social Work and International Development. A Global Role for Social Workers*. Washington, DC: NASW Press (brochure)

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](http://www.unesco.org/most/soc_cap_symp.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>

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

| Unit 6: | International Social Welfare and Social Change | Month Date |
|---------|--|------------|
|---------|--|------------|

**Topics**

- International Social Welfare and Social Change
- Analyzing Social Change
- Changing State Welfare: From Golden Age to Crisis and Beyond
- The Future of State Welfare: Shaping the New Pluralism

This Unit relates to course objectives 1-4

**Required Readings: (48 pages and 25-minutes video)**

Midgley, J. (2017) *Social Welfare for a Global Era: International Perspectives on Policy and Practice*. Thousand Oaks, CA: Sage. Chapter 9: "Governments, Welfare and Social Change" pp:145-160

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) [www.ilo.org/.../wcms\\_080288.pdf](http://www.ilo.org/.../wcms_080288.pdf) and [https://huairou.org/sites/default/files/SUMMIT%20REPORT%20website.final\\_.pdf](https://huairou.org/sites/default/files/SUMMIT%20REPORT%20website.final_.pdf)

International Council on Social Welfare Global Program  
[http://www.ilo.org/wcmsp5/groups/public/---dgreports/---wcsdq/documents/event/wcms\\_080308.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---wcsdq/documents/event/wcms_080308.pdf)

*Kudumbashree: Women power unleashed* (26 minutes) <https://www.youtube.com/watch?v=-Tdzf9kOPUQ>

Can We Create Social Change Without Money? | Nipun Mehta | TED.

Nipun Mehta makes a moving case for broadening the voluntary sector, and building designs that are powered by intrinsic motivations. With his fifteen years of experience in running a volunteer run movement, he speaks about cultivating different forms of wealth: "If money is our only metric, we begin to assume that everything has a price tag -- and in the process, we lose track of the priceless." You can learn more about his work at <http://www.servicespace.org>

Nipun Mehta is the founder of ServiceSpace, an incubator of projects that works at the intersection of volunteerism, technology and gift-economy. What started as an experiment with four friends in the Silicon Valley has now grown to a global ecosystem of over 400,000 members that has delivered millions of dollars in service for free. <https://www.youtube.com/watch?v=BoV23TJe4UM>

**PART III – INTERNATIONAL SOCIAL DEVELOPMENT PERSPECTIVES**

| Unit 7:   | International Social Development | Month Date |
|---|----------------------------------|------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ International Social Development – Theoretical and Practice Perspective</li> <li>■ The Human Development Index</li> <li>■ Social Development Strategies: Investing in Children &amp; Youth</li> </ul> <p>This Unit relates to course objectives 2-3<br/>Major Research paper due</p>  |                                  |            |
| <p><b>Required Readings: (62 pages and 35-minutes video)</b></p> <p>UNDP (2015) The Human Development Report – Empowered Lives – Resilient Nations.<br/><a href="http://report.hdr.undp.org/">http://report.hdr.undp.org/</a></p> <p><i>International perspective in Social Work – a new challenge?</i> <a href="http://scienzepolitiche.unical.it/.../Social%20Work%20in%20a%20globalizing...">scienzepolitiche.unical.it/.../Social%20Work%20in%20a%20globalizing...</a><br/>problem solving in human relationships and the empowerment</p> <p>Center for Sustainable Systems, University of Michigan. (2015) <i>Social Development Indicators</i>.<br/><a href="http://css.snre.umich.edu/css_doc/CSS08-15.pdf">http://css.snre.umich.edu/css_doc/CSS08-15.pdf</a></p> <p>Foa, Roberto (2015). <i>Indices of Social Development</i>. Cambridge, MA: Harvard University.<br/><a href="http://www.indsocdev.org/resources/Indices%20of%20Social%20Development%20Handbook.pdf">http://www.indsocdev.org/resources/Indices%20of%20Social%20Development%20Handbook.pdf</a></p> <p>Measures of Development (4 minutes)<br/><a href="https://www.youtube.com/watch?v=8sEYB-PWSPc">https://www.youtube.com/watch?v=8sEYB-PWSPc</a></p> <p>UNICEF (2015). <i>Investing in Children -A brief review of the social and economic returns to investing in children</i>.<br/><a href="http://www.unicef.org/socialpolicy/files/Investing_in_Children_19June2012_e-version_FINAL.pdf">http://www.unicef.org/socialpolicy/files/Investing_in_Children_19June2012_e-version_FINAL.pdf</a></p> <p>Save the Children Child Rights Governance Initiative (2011) <i>Investment in children Report</i><br/><a href="https://www.savethechildren.net/sites/default/files/libraries/Investment-in-children-FINAL-REPORT.pdf">https://www.savethechildren.net/sites/default/files/libraries/Investment-in-children-FINAL-REPORT.pdf</a></p> <p>The Nobel Peace Prize 2014 <i>Kailash Satyarthi, Malala Yousafzai</i>.<br/><a href="http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-facts.html">http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-facts.html</a></p> |                                  |            |

*Ending World Hunger, One Grilled Cheese at a Time:* Kristin Walter & Talis Apud-Hendricks at TEDxOU (18 minutes) [https://www.youtube.com/watch?v=1\\_IShszU87U](https://www.youtube.com/watch?v=1_IShszU87U)

*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>

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 8:   | Dimensions of Social Development | Month Date |
|---|----------------------------------|------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ Features of Social Development</li> <li>■ Sustainable Economic Development</li> <li>■ Social Development: Limitations and Prospects</li> <li>■ Social Development Strategies: Enabling Productive Aging</li> </ul> <p>This Unit relates to course objectives 2 and 4</p>  |                                  |            |
| <p><b>Required Readings: (55 pages and 35-minutes video)</b></p> <p>Midgley, J. (2017) <i>Social Welfare for a Global Era: International Perspectives on Policy and Practice</i>. Thousand Oaks, CA: Sage. Chapter 10: "Social Welfare and International Social Development" pp: 161-178</p> <p>Jones, D and Truell, R. (2015). <i>The Global Agenda for Social Work and Social Development: A place to link together and be effective in a globalized world</i>. International Council on Social Welfare. <a href="http://www.icsw.org/images/docs/GlobalAgenda/TheGlobalAgendaforSocialWorkandSocialDevelopmentlSWApr12.pdf">http://www.icsw.org/images/docs/GlobalAgenda/TheGlobalAgendaforSocialWorkandSocialDevelopmentlSWApr12.pdf</a></p> <p>Truly sustainable economic development: Ernesto Sirolli at TED<br/>Ernesto Sirolli got his start doing aid work in Africa in the 70's -- and quickly realized how ineffective it was. In this funny, challenging and passionate talk, Ernesto shares his deep insights into sustainable economic development, and how entrepreneurs can be truly supported to live their passions. <a href="https://www.youtube.com/watch?v=SplxZiBpGU0">https://www.youtube.com/watch?v=SplxZiBpGU0</a></p> <p>United Nations -World Assembly on Aging (2012). <i>The Vienna International Plan of Action on Aging</i>. <a href="http://www.un.org/es/globalissues/ageing/docs/vipaa.pdf">http://www.un.org/es/globalissues/ageing/docs/vipaa.pdf</a></p> <p>United Nations Economic Commission (2017). <i>Active Ageing</i> <a href="https://www.unecce.org/fileadmin/DAM/pau/age/Policy_briefs/ECE-WG.1.17.pdf">https://www.unecce.org/fileadmin/DAM/pau/age/Policy_briefs/ECE-WG.1.17.pdf</a></p> <p>Nair, M. (2016) <i>Super Centenarians of Spice Mountains</i> – Mini Documentary. <a href="https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries">https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries</a></p> |                                  |            |

Nair, M. (2015) *Centenarians of Costa Rica*– Mini Documentary.  
<https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries>

Nair, M. (2016) *Centenarians of China* – Mini Documentary.  
<https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries>

| Unit 9:  | Role of the International Volunteer Sector | Month Date |
|--|--|------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ Nonprofits and Faith based Services: International Dimensions</li> <li>■ Role of the Volunteer Sector</li> <li>■ Social Development Strategies for Substance Abuse</li> </ul> <p>This Unit relates to course objectives 3-4</p>  |  |            |
| <p><b>Required Readings: (52 pages and 29-minutes video)</b></p> <p>Midgley, J. (2017) <i>Social Welfare for a Global Era: International Perspectives on Policy and Practice</i>. Thousand Oaks, CA: Sage. Chapter 5 “ Nonprofits and Faith-Based Services: International Dimensions” PP: 71-90</p> <p>Global Agenda: <a href="http://www.socialworkers.org/nasw/swan/globalagenda.pdf">http://www.socialworkers.org/nasw/swan/globalagenda.pdf</a><br/>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.</p> <p>Heist, D and Cnaan, R. (2016) <i>Faith-Based International Development Work: A Review</i>. MDPN-Religions 2016,7, 19; doi:10.3390/rel7030019<br/><a href="https://pdfs.semanticscholar.org/335b/2defe05f6b3adc65aa244f684a4e404aa2fb.pdf">https://pdfs.semanticscholar.org/335b/2defe05f6b3adc65aa244f684a4e404aa2fb.pdf</a></p> <p>United Nations Research Institute for Social Development (2017) <i>Faith-Based Organizations and Service Delivery</i>.<br/><a href="http://www.unrisd.org/80256B3C005BCCF9/(httpAuxPages)/592137C50475F6A8C12577BD004FB5A0/\$file/Tadros.pdf">http://www.unrisd.org/80256B3C005BCCF9/(httpAuxPages)/592137C50475F6A8C12577BD004FB5A0/\$file/Tadros.pdf</a></p> <p>Bowman, K. (2017) <i>The world doesn't need another new non-profit</i>   TED TALKS<br/><a href="https://www.youtube.com/watch?v=W51BsasAx8I">https://www.youtube.com/watch?v=W51BsasAx8I</a></p> <p>World Summit for Social Development. United Nations (2015) <i>The Social Impact of Drug Abuse</i>.<br/><a href="https://www.unodc.org/pdf/technical_series_1995-03-01_1.pdf">https://www.unodc.org/pdf/technical_series_1995-03-01_1.pdf</a></p> <p>World Health Organization. (2015) <i>Global strategy to reduce the harmful use of alcohol</i>.<br/><a href="http://www.who.int/substance_abuse/msbalcstragegy.pdf">http://www.who.int/substance_abuse/msbalcstragegy.pdf</a></p> <p>Drug De-addiction Program - <i>A talk by Sangeeta Jani, Sr Art of Living Teacher</i> (2 minutes)<br/><a href="https://www.youtube.com/watch?v=s50vCq7mj2Q">https://www.youtube.com/watch?v=s50vCq7mj2Q</a></p> |  |            |

| Unit 10:  | Public Social Welfare System – Global Perspectives | Month Date |
|---|--|------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ Government Welfare in the Modern World</li> <li>■ State Welfare Around the World</li> <li>■ Social Development Strategies for Poverty Reduction</li> </ul> <p>This Unit relates to course objectives 2-3</p>  |  |            |
| <p><b>Required Readings: (58 pages and 19-minutes video)</b></p> <p>Midgley, J. (2017) <i>Social Welfare for a Global Era: International Perspectives on Policy and Practice</i>. Thousand Oaks, CA: Sage. Chapter 8: "Government Welfare in the Modern World" pp: 127-144.</p> <p>Social justice -- is it still relevant in the 21st century?   Charles L. Robbins   TED<br/><a href="https://www.youtube.com/watch?v=Wtroop739uU">https://www.youtube.com/watch?v=Wtroop739uU</a></p> <p><i>Empowering women in developing countries</i>   Jennifer Loneragan   TED<br/>In the developing world, where the basics of food, education and health are at stake, the need to transform women's role is critical. When women are economically empowered, they are able to exert a powerful influence over their own lives, their families and their communities, and effect positive social change. Making this happen starts—and ends—with daring to care. Jennifer Loneragan is the Founder and Executive Director of Artistri Sud, a Canadian charity supporting the empowerment of women in developing countries. She has worked with over 50 artisans and artisan groups in Latin America, Asia, and Africa.<br/><a href="https://www.youtube.com/watch?v=DbtfYNKYing">https://www.youtube.com/watch?v=DbtfYNKYing</a></p> <p>Hans Rosling: <i>Global population growth, box by box</i> (10 minutes)<br/><a href="https://www.youtube.com/watch?v=FTznEIZRkLg">https://www.youtube.com/watch?v=FTznEIZRkLg</a></p> <p>UNESCO. (2012). <i>Social Capital and poverty Reduction: Which role for the civil society organizations and the state?</i> <a href="http://www.unesco.org/most/soc_cap_symp.pdf">http://www.unesco.org/most/soc_cap_symp.pdf</a></p> <p>United Nations Capital Development Fund. (2014) <i>Empowering the Poor Local Governance for Poverty Reduction</i>. <a href="http://unpan1.un.org/intradoc/groups/public/documents/un/unpan010168.pdf">http://unpan1.un.org/intradoc/groups/public/documents/un/unpan010168.pdf</a></p> <p>United Nations - UNDESA, UNICEF (2015) <i>Social protection: A development priority in the post-2015 UN development agenda</i>. <a href="http://www.un.org/millenniumgoals/pdf/Think%20Pieces/16_social_protection.pdf">http://www.un.org/millenniumgoals/pdf/Think%20Pieces/16_social_protection.pdf</a></p> <p>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)<br/><a href="https://www.youtube.com/watch?v=xi10qHUDh10">https://www.youtube.com/watch?v=xi10qHUDh10</a></p> |  |            |

**PART IV – TRENDS IN GLOBAL SOCIAL WORK**

| <b>Unit 11:</b>   | <b>Market Based Global Social Welfare System</b> | <b>Month Date</b> |
|---|--|-------------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ Welfare, Markets and Commercial Provision</li> <li>■ Understanding Varieties of Market Based Welfare</li> <li>■ Limitations of Markets and Commercial Provisions</li> <li>■ Strategies for Integrative Health-Mental Health-Case Studies</li> </ul> <p>This Unit relates to course objectives 3-4</p>   |  |                   |
| <p><b>Required Readings: (51 pages and 15-minutes video)</b></p> <p>Midgley, J. (2017) <i>Social Welfare for a Global Era: International Perspectives on Policy and Practice</i>. Thousand Oaks, CA: Sage. Chapter 7: "Welfare, Markets and Commercial Provision" pp: 109-126</p> <p>Nair, M., Brody, R. &amp; Palackal, A. (2007) <i>Grassroot Development: Establishing Successful Micro Enterprises: Kerala Experience</i>. Solon: OH. Human Networks Publication.</p> <p>Lindh, A. (2016). <i>Attitudes towards the Market and the Welfare State: Incorporating attitudes towards the market into welfare state research</i>. Umeå, Sweden: Universitet – UMEA.<br/> <a href="https://www.diva-portal.org/smash/get/diva2:715934/FULLTEXT01.pdf">https://www.diva-portal.org/smash/get/diva2:715934/FULLTEXT01.pdf</a></p> <p>The Nobel Peace Prize 2014: <i>Kailash Satyarthi, Malala Yousafzai</i>.<br/> <a href="http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-facts.html">http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-facts.html</a></p> <p><i>Ending World Hunger, One Grilled Cheese at a Time</i>: Kristin Walter &amp; Talis Apud-Hendricks at TEDxOU (18 minutes) <a href="https://www.youtube.com/watch?v=1_IShszU87U">https://www.youtube.com/watch?v=1_IShszU87U</a></p> <p>Clift, Charles. (2013). <i>The Role of the World Health Organization in the International System</i><br/> <a href="https://www.chathamhouse.org/sites/files/chathamhouse/publications/research/2013-02-01-role-world-health-organization-international-system-clift.pdf">https://www.chathamhouse.org/sites/files/chathamhouse/publications/research/2013-02-01-role-world-health-organization-international-system-clift.pdf</a></p> <p>John Hopkins University (2015). <i>Where can international health take you?</i><br/> <a href="https://www.ihsph.edu/departments/international-health/alumni/internationalhealth-alumni-web.pdf">https://www.ihsph.edu/departments/international-health/alumni/internationalhealth-alumni-web.pdf</a></p> <p>World Health Organization - WHO. (2015) <i>Mental Health Action Plan.- 2013-2020</i>.<br/> <a href="http://apps.who.int/iris/bitstream/10665/89966/1/9789241506021_eng.pdf">http://apps.who.int/iris/bitstream/10665/89966/1/9789241506021_eng.pdf</a></p> <p><i>A Case Study in Global Health: Bob Einterz at TEDxBloomington</i> (18 minutes)<br/> <a href="https://www.youtube.com/watch?v=x8vT6VM9W1M">https://www.youtube.com/watch?v=x8vT6VM9W1M</a></p> |  |                   |
| <b>Unit 12:</b>   | <b>Technology Enhanced Global Social Welfare</b> | <b>Month Date</b> |
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ Technology Enhanced Social Welfare</li> <li>■ Transfer of Social Technology Models</li> <li>■ Delivering Services to Refugees and Migrants – Policy Implications</li> </ul> <p>This Unit relates to course objectives 2-4</p>   |  |                   |

**Required Readings: (38 pages)**

Midgley, J. (2017) *Social Welfare for a Global Era: International Perspectives on Policy and Practice*. Thousand Oaks, CA: Sage. Chapter 11 "International Collaboration in Social Welfare" pp: 179-196

Harvard University (2016) *A Guide to Facilitating Technology Innovation in Human Services*  
[http://datasmart.ash.harvard.edu/assets/content/Gaining\\_Ground\\_FINAL.pdf](http://datasmart.ash.harvard.edu/assets/content/Gaining_Ground_FINAL.pdf)

Forbes Insights (2017) *Digitizing Human Services*.  
<https://assets.kpmg.com/content/dam/kpmg/pdf/2016/06/co-gv-2-digitizing-human-services.pdf>

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>

| Unit 13:  | Global Social Work – Trends – Case Studies | Month Date |
|---|--|------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ International Social Work Practice: Looking Ahead</li> <li>■ Case studies from Scandinavian countries</li> <li>■ USC Social Work Global Immersion Programs in China, Phillipine, Israel</li> </ul> <p>This Unit relates to course objective 4</p>   |  |            |
| <p><b>Required Readings: (19 pages and 39 minutes video)</b></p> <p><i>United Nations: (2015) New Trends and Innovations in Social Policy</i>. Published by Policy Innovations for Transformative Change. United Nations. NY.<br/><a href="http://www.unrisd.org/flagship2016-chapter2">http://www.unrisd.org/flagship2016-chapter2</a></p> <p><i>How We Can Make the World a Better Place by 2030   Michael Green   TED Talks</i>. Can we end hunger and poverty, halt climate change and achieve gender equality in the next 15 years? The governments of the world think we can. Meeting at the UN in September 2015, they agreed to a new set of Global Goals for the development of the world to 2030. Social progress expert Michael Green invites us to imagine how these goals and their vision for a better world can be achieved.<br/><a href="https://www.youtube.com/watch?v=o08ykAqLOxk&amp;t=9s">https://www.youtube.com/watch?v=o08ykAqLOxk&amp;t=9s</a></p> <p><i>The Scandinavian welfare model is the best at promoting social mobility</i><br/><a href="https://www.youtube.com/watch?v=Vf2MvY4BXCE">https://www.youtube.com/watch?v=Vf2MvY4BXCE</a></p> <p><i>60 Minutes Norway's Wealth And Welfare</i><br/><a href="https://www.youtube.com/watch?v=oclohbkvM">https://www.youtube.com/watch?v=oclohbkvM</a></p> <p><i>USC Social Work Global Immersion Program</i><br/><a href="https://sowkweb.usc.edu/global/global-immersion-programs">https://sowkweb.usc.edu/global/global-immersion-programs</a></p> |  |            |



| Unit 14:   | Class Group Presentations | Month Date |
|--|---------------------------|------------|
| <p><b>Group Presentation</b><br/>In groups of 2-3 students divided among international social issues/topic areas/regions prepare a 30-minute group presentation (power point format). As a group, compile an anthology of important significant materials and distribute to your classmates about the selected topical area (presentation guidelines will be distributed in class).</p> <p><b>DUE: ASSIGNMENT 3 - GROUP PRESENTATIONS (WEEKS 14-15)</b></p> <p>This assignment relates to course objectives #3-4</p> |                           |            |

| Unit 15:   | Wrap – Up: Class Group Presentations | Month Date |
|--|--------------------------------------|------------|
| <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>■ <b>Wrap-up</b> <ul style="list-style-type: none"> <li>▼ Review</li> <li>▼ Next steps               <ul style="list-style-type: none"> <li>➢ Professional responsibilities</li> <li>➢ Life-long learning</li> </ul> </li> </ul> </li> </ul> <p><b>Group Presentations</b><br/>In groups of 2-3 students divided among international social issues/topic areas/regions prepare a 30-minute group presentation (power point format). As a group, compile an anthology of important significant materials and distribute to your classmates about the selected topical area (presentation guidelines will be distributed in class).</p> <p><b>DUE: ASSIGNMENT 3 - GROUP PRESENTATIONS (WEEKS 14-15)</b></p> <p>This assignment relates to course objectives #3-4</p> |                                      |            |

**STUDY DAYS / NO CLASSES**

**FINAL EXAMINATIONS**

## University Policies and Guidelines

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### XI. 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 ([muralina@usc.edu](mailto:muralina@usc.edu)) 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.

### X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### XI. SUPPORT SYSTEMS

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.  
[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.  
[equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations.  
[dsp.usc.edu](http://dsp.usc.edu)

*USC Support and Advocacy (USCSA) – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.  
[diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

## **XII. ADDITIONAL RESOURCES**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

## **XIII. 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."

## **XIV. 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.

#### **XV. 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.

#### **XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

##### **Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being 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

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

## **XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

## **XVIII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of your department. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

## **XIX. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

- ✓ 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.

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*Don't procrastinate or postpone working on assignments.*

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**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:

<https://www.globalawarenesssociety.org>

United Nations. United Nations Millennium Development Goals.

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

Watch the following video on the MDGs:

<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

United Nations - 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](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

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.

<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