

Global Dimensions in Social Policy and Social Work Practice

Social Work 670

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: by appointment

Course Day: Fridays

Course Time:

7:00–8:15am

Course Location:

VAC

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

I. COURSE PREREQUISITES

Students will have successfully completed the generalist semester courses 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-based, 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 (e.g., 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 provide integration between class and field. Confidentiality of material shared in class will be maintained. Because class discussion is an integral part of the learning process, students are expected to come to class ready to discuss the 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.

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

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

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

VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING ASSIGNMENTS

Assignment	Due Date	% of Final Grade
Assignment 1 <i>Mini Individual Presentation</i>	Weeks 2–11 (except Week 7)	20%
Assignment 2 <i>Major Research Paper</i>	Week 6 (paper due 48 hours after the Week 6 live session)	40%
Assignment 3 <i>Group Presentation</i>	Weeks 14–15 (paper due 48 hours after the Week 14 live session)	25%
Active and Proactive Learning and Meaningful Class Participation	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, and so forth (PowerPoint format; PowerPoint presentations must be created and uploaded 24 hours before the live session in which you are presenting) 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 (e.g., research, newspapers, international organizations' websites) and incorporate information from these into your discussion to complement the assigned class readings. The presentation is due during Units 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 and 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).**

There will be one presentation per week. Students will choose their topics during the first live session.

Due: Presentations will be held Weeks 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) in his/her selected country using class readings, country-specific literature and research, and statistics from appropriate international organizations and other sources. Detailed outline below.

Due: 48 hours after the Week 6 live session.

This assignment relates to Course Objectives 1, 2, 3, and 4.

Assignment 3: Group Presentation

Groups will be assigned after you submit Assignment 2 based on your expressed field of interest. All students in the group get the same grade. This assignment involves compiling an anthology of significant materials on the selected topic and distributing it to the class before the presentation. Groups of two to three students divided among international social and economic justice issues/topics/regions will prepare a 30-minute group presentation (PowerPoint presentations and handouts should be completed and uploaded 24 hours before the live session in which you are presenting). In this assignment, students are compiling their research on individual country-based social issues (from Assignment 1) or regionally based common themes and develop innovative ways to tackle the issues. An expanded version of the group assignment will be discussed in class.

Due: Presentations will be held Weeks 14–15.

This assignment relates to Course Objectives 1, 3, and 4.

Critical Reflection, Active and Proactive Learning, and Meaningful Class Participation (or “Participation”)

(15% of the total grade)

Given the nature of this class, students’ critical reflection, participation, and interaction are essential. To enhance the learning experience for students individually and collectively, students are expected to be active and proactive participants in their learning. 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 before 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 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 before 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.

48 hours after the Week 6 live session. *This “assignment” relates to Course Objectives 1–5 and Student Learning Outcomes 2a, 2b, 2c, 3a, 3b, and 3c.*

Assignment 2: Major Research Paper (40% of the total grade)

Each student will complete a 12- to 15-page analytical case study 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) in his/her selected country, using class readings, country-specific literature and research, statistics and documentaries from appropriate international organizations and other sources.

Due: 48 hours after the Week 6 live session.

Extended Outline

The paper should include each of the following:

- a) Select a country or a region other than the United States. Drawing on class discussions and readings, describe the general social enhancement strategy utilized in that country, including a profile.
- b) Then select a specific issue, social problem, and/or target population and discuss how the selected country has attempted to implement its social development strategy in this case. Whenever possible, present data and case study profiles from published sources showing impacts of the strategy.
- c) Discuss related social policies, programs, and welfare activities and any conditions or circumstances that enhance or impede the efforts described.
- d) Indicate how (b) and (c) influence the professional role and functions of social workers in that country. Describe the social work practice skills and investment strategies needed for social development activities in this area.

e) Provide a critical assessment of the policies and programs implemented in this country in response to the issue, problem, and/or target population selected.

f) Discuss the lessons that social workers in the United States could learn from the social development approach/practice in this country.

Length of the completed paper is 12–15 pages. A complete bibliography, including videos, should be appended to the paper. Your citations and bibliography should demonstrate active engagement with the literature. Use APA style for your paper.

Assessment Rubric

Due 48 hours after the Week 6 live session.

(40% of the total grade)

Student Name:	Points	Earned
a) Select a country or region other than the United States. Drawing on class discussions and readings, describe the general social enhancement strategy utilized in that country, including a profile.	15	
b) Select a specific issue, social problem, and/or target population and discuss how the selected country has attempted to implement its social development strategy in this case. Whenever possible, present data and case study profiles from published sources showing impacts of the strategy.	15	
c) Discuss related social policies, programs, and welfare activities and any conditions or circumstances that enhance or impede the efforts described.	15	
d) Indicate how (b) and (c) influence the professional role and functions of social workers in that country. Describe the social work practice skills and investment strategies needed for social development activities in this area.	15	

e) Provide a critical assessment of the policies and programs implemented in this country in response to the issue, problem, and/or target population selected.	15	
f) Discuss the lessons that social workers in the United States could learn from the social development approach/practice in this country.	15	
Length of the completed paper is 12–15 pages. A complete bibliography, including videos, should be appended to the paper. Your citations and bibliography should demonstrate active engagement with the literature. Use APA style for your paper.	10	
Total Points	100	

Assignment 3: Extended Outline (25% of the total grade)

Oral Presentation:

Assignment 3: Group Presentation

In groups of two to three students divided among international social issues/topics/regions, prepare a 30-minute group presentation (PowerPoint format). As a group, compile an anthology of significant materials regarding the countries you have selected for your topic area and distributes to your classmates. . You will probably find it helpful to distribute in class an outline of your presentation along with data, maps, graphs, and so forth that support your points, along with a few discussion questions.

Presentations will be held during the final two to three classes (Units 13–15).

This assignment relates to Course Objectives 3–6.

Each student group will take about 20 minutes for a presentation and then allow another 10 minutes for discussion and interactive class activities. Plan your presentation carefully so that you make the essential points within the time allowed; we will need to stay within the time limits to accommodate all presentations.

The **group presentation** should address the following content.

- I. Global dimensions
 - A. A concise statement of the issue or problem.
 - B. Background information about the global dimensions of the problem and its relevance to social welfare and sustainability. Include content on the relationship of the problem to diversity and to vulnerable populations.
 - C. A discussion and assessment of the problem using a human rights, social development, or sustainable development perspective.
- II. Cross-national comparisons
 - A. Identification and summary description of two or three countries, in addition to the United States, in which you further explore the dimensions of the problem.
 - B. Background information about the dimensions of the problem in your selected countries.
 - C. A comparative discussion of types of interventions and strategies used (e.g., direct practice approaches, organizing, policy practice) to address the problem in your selected countries.
 - D. Identification of governmental and nongovernmental organizations addressing the problem in these countries. Discuss organizational successes, limitations, failures, and challenges regarding their problem-solving efforts. Where available, include website information about such organizations.
- III. Reflections on applicability to local practice.
 - A. Summarize the major similarities and differences in the approaches used in your selected countries to address the problem.
 - B. Discuss the applicability of (a) approaches used in other countries that you think would be useful in local interventions here in the United States and (b) approaches used here to address the problem that you think would be useful in your comparative countries.

Review these sites related to the topic:

Media Sources:

- New York Times: www.nytimes.com
- Washington Post: www.washingtonpost.com
- U.S. News and World Report: www.USNews.com
- Time: www.time.com
- Boston Globe: www.boston.com/globe/
- British Broadcasting Corporation: www.bbc.co.uk
- Center for Global Research: <http://www.globalresearch.ca>
- Democracy Now!: www.democracynow.org
- Global Issues: www.globalissues.org
- News Insider: www.newsinsider.org
- Global Perspectives on Human Welfare:
- The Guardian: www.guardian.co.uk/
- The Nation: www.thenation.com

- The Progressive: www.progressive.org
- Truth Out: www.truthout.org
- World News: www.worldnews.com
- Public Radio International: www.pri.org

Websites:

- Amnesty International: <http://www.amnesty.org/>
- Bureau of Justice Statistics: <http://www.ojp.usdoj.gov/bjs/>
- California Association of Human Relations Organizations: <http://www.cahro.org/>
- FedStats, the gateway to statistics from over 100 U.S. federal agencies: <http://www.fedstats.gov/>
- Association for Cross-Cultural Psychology: <http://www.fit.edu/>
- CampusLife/clubs-org/iaccp
- International Social Service: www.iss.ssi.org/index.html
- <https://www.pbs.org/newshour/press-releases/pbs-newshour-launches-agents-for-change-series-on-social-entrepreneurship>
- Peace Corps: <http://www.peacecorps.gov/indexf.cfm>
- Racism and Prejudice: <http://www.bhs.mq.edu.au/aps/publications/racism/contents.html>
- United Nations: <http://www.un.org/>

Assignment 3: Oral Presentation

Grading Rubric: 25% of Total Grade

	A (grades in the A range: A, A-)	B (grades in the B range: B+, B, and B-)	C (grades in the C range or below)
Content (10 points)	Presentation must inform the class on a topic that advances students' understanding of the global issue; it should thoroughly explore and examine the concept as it applies to the area of focus; it not only utilizes course materials and readings but also reflects more advanced study of the topic.	Presentation is detailed and interesting, with appropriate examples and explanations; demonstrates sound and adequate understanding of the topic.	Presentation displays little, if any, rudimentary knowledge of the topic. Topic is disjointed and disorganized, and little interest in the subject is generated.
Presentation	Presentation is engaging and is delivered in a natural, relaxed manner; it utilizes audience participation, multiple media such as video or activity. Presenters have consistent eye contact with	Competent style/manner; presentation seems rushed, and some portions are incoherent; limited eye contact with audience;	

(10 points)	the audience, demonstrating that they have a solid grasp of the material; equal distribution of work/presentation. Handout is descriptive and clear.	lacks enthusiasm, with minimal engagement from the audience. Handout is descriptive.	Presentation skills are poor; eye contact and engagement with the audience is poor; presentation does not significantly include all members of the group.
Structure, organization (5 points)	Organization is sequential and appropriate to assignment; evidence that the presentation and its preparation was evenly distributed among its members; PowerPoint presentation is well prepared and other media organized to flow logically in the presentation. Presentation must stay within the allotted time for the group.	Competent organization; some unevenness in the distribution of work; some problem with PowerPoint presentation, e.g., visibility and font. The presentation stays within the allotted time for the group.	Poor organization of materials and poor quality of PowerPoint presentation. The presentation is well under the minimum amount of time allotted to the group or exceeds the allotted time.

Course Expectations and Guidelines

Students will be expected to regularly read a major newspaper or news magazine (*Los Angeles Times*, *New York Times*, *Washington Post*, *The Guardian*, *News Week*, *Time*, etc.), listen to a news radio program (e.g., National Public Radio, British Broadcasting Corporation), and consult international organizations' websites (e.g., World Bank, United Nations, World Health Organization, UNICEF). 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, indicated by quotation marks and a respective

citation (see the *Publication Manual of the American Psychological Association*, 6th 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 that not only demonstrates very good mastery of content but 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 that is judged to be very good. This grade indicates that a student has demonstrated a more-than-competent understanding of the material being assessed in the assignment.
- (3) A grade of B will be given to student work that meets the basic requirements of the assignment. It indicates that the student has done adequate work on the assignment and meets basic course expectations.
- (4) A grade of B- indicates 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 reflects 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 indicate a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Class Attendance Expectations

In a professional school, class attendance and participation are 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 two 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 before 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 AND RESOURCES

Required Textbook

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 e-mail 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, and Research

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th 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, and 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.

National Association of Social Workers. (2017). *Social work and international development: A global role for social workers* [Bochure]. Washington, DC: Author.

Nair, M. (2016). *Global social work*. In E. Schott & E. Weiss (Eds.), *Social work practice in health, mental health, and communities*. Thousand Oaks, CA: Sage.

Nair, M., & Guerrero, E. (2014). Chapter 26: International social work practice. In *Evidence based macro practice in social work*. Wheaton, IL: Gregory Publishing.

Nair, M. (2013). Resources for volunteering in overseas. In *Engaged Learning for Professional Practice*. Los Angeles, CA: Figueroa Press.

Nair, M. (2016). *China experience* [Documentary]. Retrieved from <https://tinyurl.com/DrMuraliNair>

Nair, M. *Sri Lanka experience* [Documentary]. Retrieved from

Nair, M. *Tsunami aftermath* [Documentary]. Retrieved from <https://tinyurl.com/DrMuraliNair>

Nair, M. *India experience and healing visions of India*. Retrieved from <https://tinyurl.com/DrMuraliNair>

United Nations Development Program. (2011). Patterns and trends in human development, equity and environmental indicators. In *Human Development Reports*. Retrieved from <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

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
PART I: CONTEXTUALIZING GLOBAL DIMENSIONS IN SOCIAL WORK		
1	<ul style="list-style-type: none"> ■ Introduction ■ Explanation of Syllabus and Required Assignments ■ Role of Global Social Workers ■ Key Concepts and Definitions of Global Social Work and Its Importance 	
2	<ul style="list-style-type: none"> ■ Opportunities in Global Social Work ■ Volunteer: Paid Internship and Fulbright Opportunities ■ Employment Prospects With the United Nations, U.S. State Department, Nonprofit and For-Profit International Welfare Organizations 	ASSIGNMENT 1 Mini Individual Presentations Begin
3	<ul style="list-style-type: none"> ■ Professional Social Work in the International Context ■ Challenges and Issues ■ Values, Ethics, and Human Rights Concerns for International Social Work 	Mini Individual Presentations Continue
PART II: SOCIAL WELFARE FOR A GLOBAL ERA		
4	<ul style="list-style-type: none"> ■ Globalization: Historical and Academic Perspectives ■ Unraveling Globalization: Definition and Dimensions ■ The Impact of Globalization ■ Responding to Globalization 	Mini Individual Presentations Continue
5	<ul style="list-style-type: none"> ■ International Collaboration in Social Welfare ■ Promoting International Social Welfare Cooperation ■ Issues and Challenges ■ Grassroots-Level Community Empowerment Models: Case Studies 	Mini Individual Presentations Continue
6	<ul style="list-style-type: none"> ■ 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 	Mini Individual Presentations Continue
PART III: INTERNATIONAL SOCIAL DEVELOPMENT PERSPECTIVES		
7	<ul style="list-style-type: none"> ■ International Social Development: Theoretical and Practice Perspective ■ The Human Development Index ■ Social Development Strategies: Investing in Children and Youth 	Major Research Paper Due
8	<ul style="list-style-type: none"> ■ Features of Social Development ■ Sustainable Economic Development ■ Social Development: Limitations and Prospects ■ Social Development Strategies: Enabling Productive Aging 	Mini Individual Presentations
9	<ul style="list-style-type: none"> ■ Nonprofits and Faith-Based Services: International Dimensions ■ Role of the Volunteer Sector ■ Social Development Strategies for Substance Abuse 	Mini Individual Presentations Continue
10	<ul style="list-style-type: none"> ■ Government Welfare in the Modern World ■ State Welfare Around the World ■ Social Development Strategies for Poverty Reduction 	Mini Individual Presentations Continue

PART IV: TRENDS IN GLOBAL SOCIAL WORK		
11	<ul style="list-style-type: none"> ■ Welfare, Markets, and Commercial Provision ■ Understanding Varieties of Market-Based Welfare ■ Limitations of Markets and Commercial Provisions ■ Strategies for Integrative Health–Mental Health: Case Studies 	Mini Individual Presentations END
12	<ul style="list-style-type: none"> ■ Technology-Enhanced Social Welfare ■ Transfer of Social Technology Models ■ Delivering Services to Refugees and Migrants: Policy Implications 	
13	<ul style="list-style-type: none"> ■ International Social Work Practice: Looking Ahead ■ Case Studies from Scandinavian Countries ■ USC Social Work Global Immersion Programs in China, the Philippines, and Israel 	
14	<ul style="list-style-type: none"> ■ Summative Assessments 	Group Presentations
15	<ul style="list-style-type: none"> ■ Wrap-Up <ul style="list-style-type: none"> ▼ Review ▼ Next steps <ul style="list-style-type: none"> ➤ Professional responsibilities Life-long learning 	Group Presentations
STUDY DAYS / NO CLASSES		
Final Examination		

Course Schedule: Detailed Description

PART I: CONTEXTUALIZING GLOBAL DIMENSIONS IN SOCIAL WORK

Unit 1:	Welcome and Overview	Month Date
<p>Topics</p> <ul style="list-style-type: none"> ■ Introduction ■ Significance of Course ■ Role of Global Social Workers <p>This unit relates to Course Objectives 1–3.</p>		
<p>Required Readings (39 pages and 11 minutes of video):</p> <p>Midgley, J. (2017). Introduction: Welfare and the global era. In <i>Social welfare for a global era: International perspectives on policy and practice</i> (pp. X–XVI). Thousand Oaks, CA: Sage.</p> <p>Nair, M. (2016). Global social work. In E. Schott & E. Weiss (Eds.), <i>Social work practice in health, mental health, and communities</i>. Thousand Oaks, CA: Sage.</p> <p>The International Federation of Social Workers (IFSW) http://www.ifsw.org/ The 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>International Association of Schools of Social Work (IASSW) http://www.iassw-aiets.org/ The IASSW comprises 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> Available from https://www.youtube.com/watch?v=hpAMbpQ8J7g&list=PLJn5sg7bCgXfOX306xobQlslwSYVgaEAv</p>		

Unit 2:	Opportunities in Global Social Work	Month Date
Topics <ul style="list-style-type: none"> ■ Opportunities in Global Social Work ■ Volunteer: Paid Internship and Fulbright Opportunities ■ Employment Prospects With United Nations, U.S. State Department, and Nonprofit and For-Profit International Welfare <p>This unit relates to Course Objectives 1–2.</p>		
Required Readings (45 pages and 25 minutes of video): <p>National Association of Social Workers. (2017). <i>Social work and international development: Global role for social workers</i> [Brochure]. Washington, DC: Author.</p> <p>White, R. (2015). Opportunities and challenges for social workers crossing borders. <i>International Social Work</i>, 49(5), 1–12.</p> <p>Nair, M. (2013). Resources for volunteering in overseas. In <i>Engaged Learning for Professional Practice</i>. Los Angeles, CA: Figueroa Press.</p> <p>CliffsTestPrep. (2015). <i>Foreign Service Officer Exam: Preparation for the written exam and the oral assessment</i>.</p> <p>U.S. Department of State Student Internship Program http://careers.state.gov/intern/student-internships</p> <p>Foreign Service Officers Test Registration Process http://www.pearsonvue.com/fsot/</p> <p>Fulbright Project www.us.fulbrightonline.org</p> <p>Tips for Department of State Internship (4 minutes) https://www.youtube.com/watch?v=FuugdVkdJiQ</p> <p>University of Michigan International Center. <i>ICP Internships, Fellowships & Careers with the US Department of State</i>. (55 minutes) https://www.youtube.com/watch?v=7gBxb_is58g</p>		

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

Midgley, J. (2017). Chapter 6: Professional social work in the international context. In *Social welfare for a global era: International perspectives on policy and practice* (pp. 91–108). Thousand Oaks, CA: Sage.

National Association of Social Workers. (2017). *Social work and international development: Global role for social workers* [Brochure]. Washington, DC: Author.

Keeney, A. J., Smart, A. M., Richards, R., Harrison, S., Carrillo, M., & Valentine, D. (2014 December). Human rights and social work codes of ethics: An international analysis. *Journal of Social Welfare and Human Rights*, 2(2), 1–16. Retrieved from 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*. Retrieved from http://cdn.ifsw.org/assets/Socialt_arbete_etik_08_Engelsk_LR.pdf

PART II: SOCIAL WELFARE FOR A GLOBAL ERA

Unit 4:	Perspectives on Globalization	Month Date
Topics <ul style="list-style-type: none"> ■ Globalization: Historical and Academic Perspectives ■ Unraveling Globalization: Definition and Dimensions ■ The Impact of Globalization ■ Responding to Globalization <p>This unit relates to Course Objectives 2–4.</p>		
Required Readings (41 pages and 13 minutes of video): <p>Midgley, J. (2017). Globalization and global era. <i>Social welfare for a global era: International perspectives on policy and practice</i> (pp. 37–56). Thousand Oaks, CA: Sage.</p> <p>Nair, M., & Guerrero, E. (2014). Chapter 26: International social work practice. In <i>Evidence based macro practice in social work</i>. Wheaton, IL: Gregory Publishing.</p> <p>Alfandary, P. (2015). The myth of globalisation: Global village. <i>TEDx Talks</i>. Available from https://www.youtube.com/watch?v=xUYNB4a8d2U</p>		

Unit 5:	International Collaboration in Social Welfare	Month Date
Topics <ul style="list-style-type: none"> ■ International Collaboration in Social Welfare ■ Promoting International Social Welfare Cooperation ■ Issues and Challenges ■ Grassroots-Level Community Empowerment Models: Case Studies <p>This unit relates to Course Objectives 3–4.</p>		
Required Readings (41 pages and 13 minutes of video):		

Midgley, J. (2017). International collaboration in social welfare. In *Social welfare for a global era: International perspectives on policy and practice* (pp. 179–196). Thousand Oaks, CA: Sage.

National Association of Social Workers. (2017). *Social work and international development: Global role for social workers* [Brochure]. Washington, DC: Author.

Nair, M., Brody, R., & Palackal, A. (2007). *Grassroot development: Establishing successful micro enterprises: Kerala experience*. Solon, OH: Human Networks Publication.

United Nations Educational, Scientific and Cultural Organization. (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

Heifer International. *A night in the global village*. (9 minutes)
Available from <https://www.youtube.com/watch?v=xi10qHUDh10>

United Nations Department of Economic and Social Affairs and United Nations International Children's Emergency Fund. (2015). *Social protection: A development priority in the post-2015 UN development agenda*. Retrieved from http://www.un.org/millenniumgoals/pdf/Think%20Pieces/16_social_protection.pdf

Unit 6:	International Social Welfare and Social Change	Month Date
Topics <ul style="list-style-type: none"> ■ 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 <p>This unit relates to Course Objectives 1–4.</p>		
Required Readings (48 pages and 25 minutes of video): <p>Midgley, J. (2017). Chapter 9: Governments, welfare and social change. In <i>Social welfare for a global era: International perspectives on policy and practice</i> (pp. 145–160). Thousand Oaks, CA: Sage.</p> <p>Social Security Administration. <i>International Programs: Social security in other countries</i>. https://www.ssa.gov/international/links.html</p> <p>Social Security Administration International Programs; 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). Retrieved from www.ilo.org/.../wcms_080288.pdf and https://huairou.org/sites/default/files/SUMMIT%20REPORT%20website.final_.pdf</p> <p>International Council on Social Welfare. <i>Global programme 2005 to 2008</i>. http://www.ilo.org/wcmsp5/groups/public/---dgreports/---wcsdg/documents/event/wcms_080308.pdf</p> <p>Rajya Sabha TV. <i>Kudumbashree: Women power unleashed</i>. (26 minutes) https://www.youtube.com/watch?v=-Tdzf9kOPUQ</p>		

Mehta, N. (2015). Can we create social change without money? *TEDx Talks*. Available from <https://www.youtube.com/watch?v=BoV23TJe4UM>

Nipun Mehta makes a moving case for broadening the voluntary sector and building designs that are powered by intrinsic motivations. With his 15 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 and has delivered millions of dollars in service for free.

PART III: INTERNATIONAL SOCIAL DEVELOPMENT PERSPECTIVES

Unit 7:	International Social Development	Month Date
Topics <ul style="list-style-type: none"> ■ International Social Development: Theoretical and Practice Perspective ■ The Human Development Index ■ Social Development Strategies: Investing in Children and Youth <p>This unit relates to Course Objectives 2–3.</p> <p>Major research paper due.</p>		
Required Readings (62 pages and 35 minutes of video): <p>United Nations Development Program. (2015) The human development report: Empowered lives—Resilient nations. Retrieved from http://report.hdr.undp.org/</p> <p><i>International Perspective in Social Work: A New Challenge?</i> scienzepolitiche.unical.it/.../Social%20Work%20in%20a%20globalizing... problem solving in human relationships and the empowerment</p> <p>Center for Sustainable Systems, University of Michigan. (2015). <i>Social development indicators</i>. Retrieved from http://css.snre.umich.edu/css_doc/CSS08-15.pdf</p> <p>Foa, R. (2015). <i>Indices of social development: Handbook</i>. Cambridge, MA: Harvard University. Retrieved from http://www.indsocdev.org/resources/Indices%20of%20Social%20Development%20Handbook.pdf</p> <p><i>Measures of Development</i>. (4 minutes) Available from https://www.youtube.com/watch?v=8sEYB-PWSPc</p> <p>United Nations International Children's Emergency Fund. (2015). <i>Investing in children: A brief review of the social and economic returns to investing in children</i>. Retrieved from http://www.unicef.org/socialpolicy/files/Investing_in_Children_19June2012_e-version_FINAL.pdf</p> <p>Save the Children Child Rights Governance Initiative. (2011) <i>Investment in children</i> [Report]. Retrieved from https://www.savethechildren.net/sites/default/files/libraries/Investment-in-children-FINAL-REPORT.pdf</p>		

Nobel Peace Prize 2014. (2014). *Kailash Satyarthi, Malala Yousafzai*. Retrieved from http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-facts.html

Walter, K., & Apud-Hendricks, T. (2013). *Ending world hunger, one grilled cheese at a time*. *TEDx Talks*. Available from <https://www.youtube.com/watch?v=1IShszU87U> (18 minutes)

Rosling, H. *How much do you know about the world?* Available from <https://www.youtube.com/watch?v=Sm5xF-UYgdg>
Rosling's famous charts of global population, health. (4 minutes)

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

Compare the trends of two countries over time (the United States and one other country of your choice) in each of the components of the Human Development Index (HDI).

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

Unit 8:	Dimensions of Social Development	Month Date
Topics <ul style="list-style-type: none"> ■ Features of Social Development ■ Sustainable Economic Development ■ Social Development: Limitations and Prospects ■ Social Development Strategies: Enabling Productive Aging <p>This unit relates to Course Objectives 2 and 4.</p>		
Required Readings (55 pages and 35 minutes of video): <p>Midgley, J. (2017). Chapter 10: Social welfare and international social development. In <i>Social welfare for a global era: International perspectives on policy and practice</i> (pp. 161–178). Thousand Oaks, CA: Sage.</p> <p>Jones, D., & Truell, R. (2015). 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</i>. Retrieved from http://www.icsw.org/images/docs/GlobalAgenda/TheGlobalAgendaforSocialWorkandSocialDevelopment!SWApr12.pdf</p> <p>Sirolli, E. Truly sustainable economic development. <i>TEDx Talks</i>. Available from https://www.youtube.com/watch?v=SpIxzIBpGU0</p> <p>Ernesto Sirolli got his start doing aid work in Africa in the 1970s—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.</p> <p>United Nations. (2012). The Vienna International Plan of Action on Aging. <i>World Assembly on Aging</i>. Retrieved from http://www.un.org/es/globalissues/ageing/docs/vipaa.pdf</p> <p>United Nations Economic Commission. (2017). <i>Active ageing</i>. Retrieved from https://www.unece.org/fileadmin/DAM/pau/age/Policy_briefs/ECE-WG.1.17.pdf</p> <p>Nair, M. (2016) <i>Super centenarians of spice mountains</i> [Mini documentary]. Available from https://ondemand.usc.edu/SSW/Catalog/catalogs/jason-dr-murali-d-nair-documentaries</p>		

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

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

Unit 9:	Role of the International Volunteer Sector	Month Date
Topics <ul style="list-style-type: none"> ■ Nonprofits and Faith-Based Services: International Dimensions ■ Role of the Volunteer Sector ■ Social Development Strategies for Substance Abuse <p>This unit relates to Course Objectives 3–4.</p>		
Required Readings (52 pages and 29 minutes of video): <p>Midgley, J. (2017). Chapter 5: Nonprofits and faith-based services—International dimensions. In <i>Social welfare for a global era: International perspectives on policy and practice</i> (pp. 71–90). Thousand Oaks, CA: Sage.</p> <p>International Federation of Social Workers. <i>Global agenda</i>. Retrieved from https://www.ifsw.org/social-work-action/the-global-agenda/ 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., & Cnaan, R. (2016). Faith-based international development work: A review. <i>Religions</i>, 7(3),19. Retrieved from https://doi.org/10.3390/rel7030019</p> <p>United Nations Research Institute for Social Development. (2017). <i>Faith-based organizations and service delivery</i>. Retrieved from http://www.unrisd.org/80256B3C005BCCF9/(httpAuxPages)/592137C50475F6A8C12577BD004FB5A0/\$file/Tadros.pdf</p> <p>Bowman, K. (2017). The world doesn't need another new non-profit. <i>TEDx Talks</i>. Available from https://www.youtube.com/watch?v=W51BsasAx8I</p> <p>United Nations International Drug Control Programme. (2015). The social impact of drug abuse. <i>World Summit for Social Development</i>. Retrieved from https://www.unodc.org/pdf/technical_series_1995-03-01_1.pdf</p> <p>World Health Organization. (2015). <i>Global strategy to reduce the harmful use of alcohol</i>. Retrieved from http://www.who.int/substance_abuse/msbalcstrategy.pdf</p> <p><i>Drug De-addiction Program: A talk by Sangeeta Jani, Sr Art of Living Teacher</i>. Available from https://www.youtube.com/watch?v=s50vCq7mj2Q (2 minutes)</p>		

Unit 10:	Public Social Welfare System: Global Perspectives	Month Date
Topics <ul style="list-style-type: none"> ■ Government Welfare in the Modern World ■ State Welfare Around the World ■ Social Development Strategies for Poverty Reduction <p>This unit relates to Course Objectives 2–3.</p>		
Required Readings (58 pages and 19 minutes of video): <p>Midgley, J. (2017). Chapter 8: Government welfare in the modern world. In <i>Social welfare for a global era: International perspectives on policy and practice</i> (pp. 127–144). Thousand Oaks, CA: Sage.</p> <p>Robbins, C. L. (2014). Social justice: Is it still relevant in the 21st century? <i>TEDx Talks</i>. Available from https://www.youtube.com/watch?v=Wtroop739uU</p> <p>Loneragan, J. (2015). Empowering women in developing countries. <i>TEDx Talks</i>. Available from https://www.youtube.com/watch?v=DbtfYNKYing</p> <p>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.</p> <p>Rosling, Hans. (2010). <i>Global population growth, box by box</i>. Available from https://www.youtube.com/watch?v=fTznElZRkLg</p> <p>United Nations Educational, Scientific and Cultural Organization. (2012). <i>Social capital and poverty reduction: Which role for the civil society organizations and the state?</i> Retrieved from http://www.unesco.org/most/soc_cap_symp.pdf</p> <p>United Nations Capital Development Fund. (2014). <i>Empowering the poor: Local governance for poverty reduction</i>. Retrieved from http://unpan1.un.org/intradoc/groups/public/documents/un/unpan010168.pdf</p> <p>United Nations Department of Economic and Social Affairs and United Nations International Children's Emergency Fund. (2015). <i>Social protection: A development priority in the post-2015 UN development agenda</i>. Retrieved from http://www.un.org/millenniumgoals/pdf/Think%20Pieces/16_social_protection.pdf</p> <p>Heifer International. Global Gateway program invites groups to spend a night living in "global villages" to learn first-hand about hunger and poverty. Available from https://www.youtube.com/watch?v=xi10qHUDh10</p>		

PART IV: TRENDS IN GLOBAL SOCIAL WORK

Unit 11:	Market-Based Global Social Welfare System	Month Date
Topics <ul style="list-style-type: none"> ■ Welfare, Markets, and Commercial Provision ■ Understanding Varieties of Market-Based Welfare ■ Limitations of Markets and Commercial Provisions ■ Strategies for Integrative Health–Mental Health: Case Studies <p>This unit relates to Course Objectives 3–4.</p>		
Required Readings (51 pages and 15 minutes of video): <p>Midgley, J. (2017). Chapter 7: Welfare, markets and commercial provision. In <i>Social welfare for a global era: International perspectives on policy and practice</i> (pp. 109–126). Thousand Oaks, CA: Sage.</p> <p>Nair, M., Brody, R., & 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> (Doctoral thesis, Umeå Universitet, Umeå, Sweden). Retrieved from https://www.diva-portal.org/smash/get/diva2:715934/FULLTEXT01.pdf</p> <p>Nobel Peace Prize 2014. (2014). <i>Kailash Satyarthi, Malala Yousafzai</i>. Retrieved from http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-facts.html</p> <p>Walter, K., & Apud-Hendricks, T. (2013). <i>Ending world hunger, one grilled cheese at a time</i>. <i>TEDx Talks</i>. Available from https://www.youtube.com/watch?v=1_IShszU87U (18 minutes)</p> <p>Clift, C. (2013). <i>The role of the World Health Organization in the international system</i>. https://www.chathamhouse.org/sites/files/chathamhouse/publications/research/2013-02-01-role-world-health-organization-international-system-clift.pdf</p> <p>Department of International Health, John Hopkins University. (2015). <i>Where can international health take you?</i> Retrieved from https://www.jhsph.edu/departments/international-health/alumni/internationalhealth-alumni-web.pdf</p> <p>World Health Organization. (2015). <i>Mental Health Action Plan. 2013–2020</i>. http://apps.who.int/iris/bitstream/10665/89966/1/9789241506021_eng.pdf</p> <p>Einterz, B. (2013). A case study in global health: Bob Einterz at TEDxBloomington. <i>TEDx Talks</i>. Available from https://www.youtube.com/watch?v=x8vT6VM9W1M (18 minutes)</p>		

Unit 12:	Technology-Enhanced Global Social Welfare	Month Date
Topics <ul style="list-style-type: none"> ■ Technology-Enhanced Social Welfare ■ Transfer of Social Technology Models ■ Delivering Services to Refugees and Migrants: Policy Implications <p>This unit relates to Course Objectives 2–4.</p>		
Required Readings (38 pages): <p>Midgley, J. (2017). Chapter 11: International collaboration in social welfare. In <i>Social welfare for a global era: International perspectives on policy and practice</i> (pp. 179–196). Thousand Oaks, CA: Sage.</p> <p>Harvard University. (2016). <i>A guide to facilitating technology innovation in human services</i>. Retrieved from http://datasmart.ash.harvard.edu/assets/content/Gaining_Ground_FINAL.pdf</p> <p>Forbes Insights. (2017). <i>Digitizing human services</i>. Retrieved from https://assets.kpmg.com/content/dam/kpmg/pdf/2016/06/co-gv-2-digitizing-human-services.pdf</p> <p>Transatlantic Council on Labor Migration. (2015). <i>From refugee to labor migrant: Labor mobility's protection potential</i>. Retrieved from http://www.migrationpolicy.org/programs/transatlantic-council-migration</p> <p>United Nations High Commissioner for Refugees. (2015). <i>Refugee protection and international migration</i>. Retrieved from http://www.unhcr.org</p>		

Unit 13:	Global Social Work: Trends—Case Studies	Month Date
Topics <ul style="list-style-type: none"> ■ International Social Work Practice: Looking Ahead ■ Case Studies From Scandinavian Countries ■ USC Social Work Global Immersion Programs in China, the Philippines, and Israel <p>This unit relates to Course Objective 4.</p>		
Required Readings (19 pages and 39 minutes of video): <p>Policy Innovations for Transformative Change. (2015). <i>New trends and innovations in social policy</i>. New York, NY: United Nations. Retrieved from http://www.unrisd.org/flagship2016-chapter2</p> <p>Green, M. (2015). How we can make the world a better place by 2030. <i>TED</i>. Available from https://www.youtube.com/watch?v=o08ykAqLOxk&t=9s</p> <p>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.</p> <p>World Economic Forum. (2016). <i>The Scandinavian welfare model is the best at promoting social mobility</i>. Available from https://www.youtube.com/watch?v=Vf2MvY4BXCE</p>		

60 Minutes. (2014). *Norway's wealth and welfare*. Available from
<https://www.youtube.com/watch?v=-oclohbkvM>

University of Southern California Suzanne Dworak-Peck School of Social Work. (2019). Global immersion programs. Retrieved from
<https://sowkweb.usc.edu/global/global-immersion-programs>

Unit 14:	Class Group Presentations	Month Date
<p>Group Presentation</p> <p>In groups of two to three students divided among international social issues/topics/regions, prepare a 30-minute group presentation (PowerPoint format). As a group, compile an anthology of significant materials about the selected topical area and distribute to your classmates (presentation guidelines will be distributed in class).</p> <p>DUE: ASSIGNMENT 3—GROUP PRESENTATIONS (WEEKS 14–15)</p> <p>This assignment relates to Course Objectives 3–4.</p>		

Unit 15:	Wrap-Up: Class Group Presentations	Month Date
<p>Topics</p> <ul style="list-style-type: none"> ■ Wrap-Up <ul style="list-style-type: none"> ▼ Review ▼ Next steps <ul style="list-style-type: none"> ➤ Professional responsibilities ➤ Lifelong learning <p>Group Presentations</p> <p>In groups of two to three students divided among international social issues/topics/regions prepare a 30-minute group presentation (PowerPoint 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>DUE: ASSIGNMENT 3—GROUP PRESENTATIONS (WEEKS 14–15)</p> <p>This assignment relates to Course Objectives 3–4.</p>		

STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS

University Policies and Guidelines

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 e-mail (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 observance of holy days.

Please refer to *Scampus* and 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

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

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

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

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

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

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. 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 (e.g., personal, financial, academic). 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

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

USC Department of Public Safety: UPC (213)740-4321, HSC (323)442-1000 – 24/7

To report an emergency or crime. Provides overall safety to USC community. 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 by 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 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 websites 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 e-mail!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.

RECOMMENDED INTERNATIONAL DEVELOPMENT ORGANIZATIONS' WEBSITES AND RESOURCES

The International Federation of Social Workers (IFSW)

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

The 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/>

The IASSW comprises 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 (MDGs)

<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 Development Programme. (2010). *The path to achieving the MDGs: A synthesis of evidence from around the world.*

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.webenet.com/pvolist.htm>

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

<http://www.eldis.org>

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

<http://www.oneworld.net>

This site provides 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>

This is the 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/>

This site provides 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 Emergency Fund (UNICEF)

<http://www.wfp.org/index.htm>
The World Food Program, the food organization of the United Nations

<http://www.ohchr.org/english/>
The 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 that seeks the promotion of social justice and internationally recognized human and labor 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 (a) economic growth; (b) agriculture and trade; (c) global health; and (d) 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

<https://sidw.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

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

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

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

U.S. 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 in 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.iasw.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