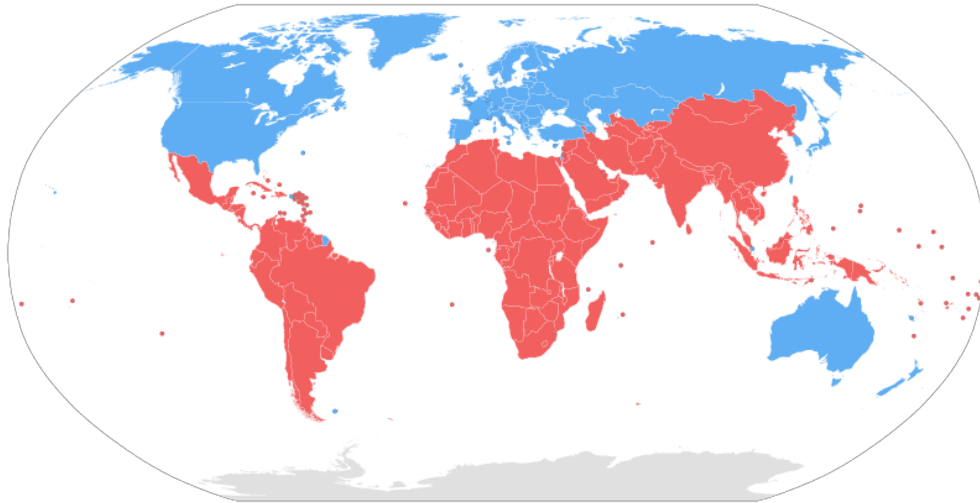


International Social Work: Practicing in the Global South
SWRK 755 Fall 2018
University of Pennsylvania School of Social Policy and Practice



Course Description

This interdisciplinary course will introduce students to societal problems in the developing world; familiarize them with global professions in social work, education, public health, and more; and help prepare them for overseas/cross-cultural practice. Through the course students will identify numerous strategies and skills social workers and other professionals have used to collaboratively build interventions within the human rights, social welfare, education, healthcare and sustainable community development arenas.

The course will expose students to theories of development and a human rights framework. Students will research a specific global problem; explore local and international response; and compare/contrast interventions & strategies responding to the issue.

Course Objectives

1. Develop a constructive sensitivity to human rights and societal problems in the Global South
2. Understand human rights, social development theories and other theories, frameworks, and perspectives for assessing global problems and their solutions
3. Acquire introductory knowledge of the role of IGOs/NGOs/GROs, faith-based institutions and government programs
4. Be able to make comparisons in examining responses to global issues
5. Introduce students to the international forces that influence development
6. Become familiar with international social work and other professions
7. Prepare for overseas/cross-cultural practice

Attendance and participation

Each student is expected to come to class prepared, having read and contemplated the readings, and ready to share his or her perspectives, questions, and insights. The success of the class depends largely on the extent to which students engage in active discussion and debate around the issues posed in lectures, readings, and by guest speakers. Students are expected to complete all required readings and assignments as scheduled. **Late assignments will result in the lowering of a student's grade (half a grade per day).**

APA style

All assignments should utilize APA style as described in the *Publication Manual of the American Psychological Association*. APA style is most commonly used to cite sources within the social sciences. <https://owl.english.purdue.edu/owl/resource/560/01/>

Ethical practices

Since the University is an academic community, its fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Every member of the University community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are also responsible for adhering to the principles and spirit of the following Code of Academic Integrity. Academic dishonesty, including cheating, plagiarism, and fabrication will not be tolerated and will be addressed according to University policy. Consequences for academic dishonesty include failing the course, notification on your permanent record or transcript of the violation, and/or suspension or expulsion from the program. Plagiarism is the unacknowledged borrowing of information, wording, organization, or ideas. Whether the original source is public (e.g., newspaper or journal article) or private (e.g., a classmate's paper), you need to provide appropriate attribution.

http://www.upenn.edu/academicintegrity/ai_codeofacademicintegrity.html

Special needs

A student with a documented disability or any other special need who wishes to discuss academic accommodations should contact the instructor as soon as possible. The University is obligated, whenever possible, to provide appropriate accommodations for students with disabilities. Students who have questions about their rights or accommodations may contact the Office of Affirmative Action and Equal Opportunities at 215.898.6993 or the Office of Learning Disabilities Specialist at 215.573.8459.

Religious holidays

Students will not be penalized because of their religious beliefs and observances. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. Students should inform the instructor of any conflicts between the course schedule and religious observances as soon as possible.

Use of Email

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for course related information and announcements. Students should check email frequently.

Cell phones and computers are not to be used regularly in class. Phones should not ring and you should not text or check social media.

Instructor responsibilities

- Be prepared for class, read and return students' work in a timely manner, and be interested and engaged in students' projects, backgrounds, experiences, and perspectives;
- Learn from the students;
- Meet with students individually or in groups upon request and be available by e-mail or phone; and
- Work hard, have fun, and empower students to pursue a global career

Required Texts:

- International Social Work: Issues, Strategies, and Programs by David Cox & Manohar Pawar Available at Penn Bookstore 34th and Walnut
- 100 under 100: One Hundred Tools for Empowering Global Women by Betsy Teutsch. Buy hard copy or digital version.
<http://www.amazon.com/gp/product/B00OF8FE04/ref=dp-kindle-redirect?ie=UTF8&btkr=1>

Assignments

1. Preparation for and participation in class (15%)

Every class we will engage in discussions around “real questions.” Students are expected to generate real questions each week from the readings, previous class discussions, current world events and guest speaker presentations. Small groups will lead the class in discussion on designated dates.

Real Questions:

- often have no obviously right or wrong answer
- grow out of your own reading and thinking about the material
- cannot usually be answered with a “yes,” “no,” or “maybe”
- cannot be answered with a definition or number
- cannot usually be answered with a laundry list
- generate creative & critical thinking on an issue or idea
- generate discussion or controversy on a topic that interests you

2. Attend a Global Event (10%)

Each student must attend at least 1 global event during the fall semester. Examples: film screenings, cultural festivals, academic and public lectures, performances, fundraisers, etc. Instructor will periodically send emails about events in the area, but students are encouraged to find out about events and share with the class. Credit will also be given to organizers/hosts of a global event. Prior to the event, email the instructor for approval and after the event, turn in a 2-page reflection paper*. **Accepted on a rolling basis anytime before Dec 5th, submit on canvas**

*A **reflection paper** is not a summary of the event. A reflection paper is your identification of the main themes of the readings and class discussions integrated with your experience at the event. A reflection paper is your chance to add your thoughts and analysis to what you have read and experienced. Use the first person singular (“I”) and relate the readings, class discussions and your previous knowledge to the event. Consider if and how what you have experienced or learned at the event might affect your practice in future professional situations. Give your reflection paper structure with an opening paragraph, main body, and conclusion.

3. **Midterm (25%)**

Half way through the class a take-home exam covering the readings, lectures, guest presentations and class discussions will be given. **Midterm will become available on on canvas Oct 17th and must be completed by class on Oct 24th, HARD COPY & canvas.**

4. **Organization Profile & Presentation (25%)**

Each student will investigate one organization (or government/corporate program) that responds to the social issue discussed in the research paper. The profile should include:

- Programmatic information (e.g., contact information, mission, example of programs, geopolitical scope of service).
- Financial information (How are they funded, What is their tax status, What will their financial health look like in 25 years, etc.)
- A brief discussion of their successes, limitations, failures, and challenges in regard to their problem-solving efforts. Be sure to search for praise and also critical reactions to their work.
- Educational backgrounds and professional experiences of the employees.
- Potential employment, internship, fellowship, or volunteer opportunities.
- **DUE IN CLASS NOV 28th, HARD COPY, GOOGLE DOC & CANVAS**

Each student will present* in the last few weeks of class as part of a thematic group.

***Presentation Directions:** You are professionals/experts attending a UN symposium on implementation of the Sustainable Development Goals (SDGs). Your presentation is to advise on best practices related to your topic. Each person in your group may create 2 slides and use 5 minutes to present.

5. **Research Paper (25%)**

Each student will identify a social issue of interest in a country or community considered to be part of the Global South and develop a 10 page paper (not including supporting docs/appendices) that addresses the issue. **Each student will submit a 1-page preliminary paper (ungraded) that identifies the issue to be discussed by the beginning of class September 19th, HARD COPY.** Issues must be approved by the instructor. The research paper should show a thorough understanding of the issue. At minimum, your paper must include the following:

- What is the impact of this problem on people? How does it impede their development?
- An assessment of the problem using a theory, framework and perspective, i.e., human rights, social development, sustainable development perspective, etc.
- How does culture affect the issue and how do the different systems that comprise culture respond to it? (e.g., religion, ethnicity, gender roles)
- What is the local government response to the issue?
- What is the international response to it?
- A comparative discussion of types of interventions and strategies used in responding to the issue. Give concrete examples from a variety of actors: the state, NGOs, faith-based entities, IGOs, etc.

- At least 10 references, including a media source i.e. film AND an interview with a person with first hand experience with the issue/from the country or a professional working on the issue.
- **DUE IN CLASS DEC 12th HARD COPY & CANVAS**

Course Outline and Readings

Aug. 29

Week 1. Welcome, class introductions, course overview

1. <http://vote.myworld2015.org/>
2. Estes, R. United States-Based Conceptualization of International Social Work Education.

Sept. 5

Week 2. Introduction to International Social Work: History, Definitions & Debates

1. Cox & Pawar: 1 & 3
2. Projet Accompagnement Solidarité Colombie. (2014). Decolonizing Our Solidarity Project. (Intro & Chapter 1)
3. Midgley, J. (2001). Issues in International Social Work: Resolving Critical Debates in the Profession. *Journal of Social Work* 1: 21.
4. Hokenstad, M.C. and Midgley, J. (1997). Issues in International Social Work: Global Challenges for a New Century. Washington D.C.: NASW Press. (Chapter 4)
5. Prigoff, A. (2000). Economics for Social Workers: Social Impact of Economic Development and Trade Policies with Strategies for Community Action. Australia; Belmont, CA, USA: Brooks/Cole (Chapters 8, 9)

Sept. 12

Week 3. International Perspectives, Theories and Concepts

1. Cox & Pawar: 2
2. Projet Accompagnement Solidarité Colombie. (2014). Decolonizing Our Solidarity Project. (Chapter 2)
3. Hokenstad, M.C. and Midgley, J. (1997). Issues in International Social Work: Global Challenges for New Century. Washington D.C.: NASW Press. (Chapter 2)
4. Rodgers, J. (2009). Global Social Work Practice, Human Rights, Social Work Ethics and Human Responsibilities: The Challenge. *Journal of Global Social Work Practice*, 2(2), November/December.
5. Chang-Muy, F. & Congress. E. (2008). *Social Work with Immigrants and Refugees: Legal Issues, Clinical Skills and Advocacy*. New York: Springer. (Chapter 4)

Sept. 19

Week 4. International Social Work Practice: Special Event

*** 1-page preliminary paper due**

Meet in Center City @ Friends Center 1501 Cherry St.

Peace Day Philly Event with guest lecturer Michelle Breslauer on *Economics, Peace and Human Rights* 5:30-7:30

<https://www.eventbrite.com/e/economics-peace-and-human-rights-tickets-47195718665>

1. Global Peace Index 2018
<http://visionofhumanity.org/app/uploads/2018/06/Global-Peace-Index-2018-2.pdf>
2. Cox & Pawar: 4-6

Sept. 26

Week 5. International Social Work Practice: Reflecting on Key Programs

1. Cox & Pawar: 7-13
2. Patel, L., Kaseke, E., & Midgley, J. (2012). Indigenous Welfare and Community-Based Social Development: Lessons from African Innovations, *Journal of Community Practice*, 20:1-2, 12-31.
3. Hokenstad, M.C. and Midgley, J. (2004). Lessons from Abroad: Adapting International Social Welfare Innovations. Washington D.C.: NASW Press. (Chapter 7)
4. Mapp, S. (2008). *Human rights and social justice in a global perspective: An introduction to international social work*. New York: Oxford University Press. (Country Pages 70-71, 91-94, 120-121)
5. Hokenstad, M.C. and Midgley, J. (2004). Lessons from Abroad: Adapting International Social Welfare Innovations. Washington D.C.: NASW Press. (Chapter 8)
6. Healy, L. and Link, R. (2012). *Handbook of International Social Work: Human Rights, Development, and the Global Profession*. New York: Oxford University Press. (Chapters 16, 47, 49)

Oct. 3

Week 6. Governmental Response, Intergovernmental organizations (IGOs)/UN System

1. Projet Accompagnement Solidarité Colombie. (2014). Decolonizing Our Solidarity Project. (Chapter 3)
2. Laplante, L. & Holguin M. R. (2006). The Peruvian Truth Commission's Mental Health Reparations: Empowering Survivors of Political Violence to Impact Public Health Policy. *Health and Human Rights: International Journal*, 9(2), 157-163.
3. Schuller, Mark. Chapter 5 in *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press, 2012.
4. Bekoe, E. O. (2012). The United States Peace Corps as a Facet of United States-Ghana Relations. *The Journal of Pan African Studies*, 4(10), Jan.
5. Chang-Muy, F. & Congress. E. (2008). *Social Work with Immigrants and Refugees: Legal Issues, Clinical Skills and Advocacy*. New York: Springer. (Epilogue & Appendices)

Oct. 10

Week 7: Non-governmental organizations (NGOs)/Grassroots Organizations (GROs)

Guest Speaker- Umi Howard, Director, Lipman Family Prize

1. Healy, L. and Link, R. (2012). *Handbook of International Social Work: Human Rights, Development, and the Global Profession*. New York: Oxford University Press. (Chapters 15)

2. Bornstein, D. (2004). How to change the world: Social entrepreneurs and the power of new ideas. New York: Oxford University Press. (Chapters 1 & 10)
3. Kristof, N. & Wudunn, S. (2009). Half the Sky: Turning Oppression into Opportunity for Women Worldwide. New York: Alfred A. Knopf. (Chapters 14 & Appendix)
4. Alin, F., Boer, S., Freer, G. et al. (n. d.). How to build a good small NGO. Retrieved January 9, 2011 from http://www.humanitarianforum.org/data/files/resources/715/en/building_NGOs.pdf
5. Matador Network. (2008). How to start a successful NGO in 10 steps. Retrieved January 9, 2011 from <http://matadornetwork.com/change/how-to-start-a-successful-ngo-in-10-steps>
6. How the Red Cross raised half a billion dollars for Haiti and built 6 homes, *Pro Publica & NPR*, June 3, 2015.
<https://www.propublica.org/article/how-the-red-cross-raised-half-a-billion-dollars-for-haiti-and-built-6-homes>

Oct. 17

Week 8. Faith-based Perspectives

Guest Speaker- Chi Chi Oguekwe, Philadelphia Program Coordinator, Mennonite Central Committee and former Refugee Resource Developer and Resettlement Coordinator, Lutheran Children and Family Service

1. Ives, N., Sinha, J.W., & Cnaan, R. (2010). Who is welcoming the stranger? Exploring faith-based service provision to refugees in Philadelphia, *Journal of Religion & Spirituality in Social Work: Social Thought*, 29(1), 71-89.
2. Lasker, J. (2015). Global Health Volunteering: Understanding Organizational Goals.
3. Kristof, N. & Wudunn, S. (2009). Half the Sky: Turning Oppression into Opportunity for Women Worldwide. New York: Alfred A. Knopf. (Chapters 8 & 9)
4. Avgar, A., Recant, W., & Kaplan, R. (2007). Responding to Natural Disasters. *Journal Of Jewish Communal Service*, 83(1), 39-49.
5. De Cordier, B. (2009). Faith-based aid, globalisation and the humanitarian frontline: an analysis of Western-based Muslim aid organisations. *Disasters*, 33(4), 608-628.
6. Tuicomepee, A., Romano, J. L., & Pokaeo, S. (2012). Counseling in Thailand: Development From a Buddhist Perspective. *Journal Of Counseling & Development*, 90(3), 357-361.
7. Jones, B. & Petersen. M. J. (2011): Instrumental, Narrow, Normative? Reviewing recent work on religion and development, *Third World Quarterly*, 32:7, 1291-1306

Oct. 24

Week 9. Film screening

***Midterm due in class HARD COPY & Canvas**

Oct. 31

Week 10. NO CLASS

Nov 7 Diwali

Week 11. Private Sector & Social Entrepreneurship

(Tentative) Guest Speaker- Betsy Teutsch. Author, *100 Under \$100: One Hundred Tools for Empowering Global Women*

1. Teutsch. (Book) 100 under 100: One Hundred Tools for Empowering Global Women

2. Ssewamala, Fred and Elizabeth Sperber. Writing in International Social Work: Power, Knowledge, and Social Interventions in the Globalized World.
3. Bishop, Matthew, and Michael Green. Chapters 1 and 15 in *Philanthrocapitalism: How Giving Can Save the World*. A & C Black Publisher Limited, 2010. ISBN: 9781408121580.
4. Schiller, Amy. "[Is For-Profit the Future of Non-profit?](#)" *The Atlantic*, May 2014.
5. Buy These Pajamas & Rescue a Prostitute; Or, Why Rescue Brands Are Dumb. Jezebel, March 2015
<http://jezebel.com/buy-these-pajamas-rescue-a-prostitute-or-why-rescue-1688197906>
6. Roy, Ananya. Poverty Capital. Microfinance and the Making of Development.

Nov 14

Week 12. Careers and Future Directions

Guest Speaker- Nicole Epps, Managing Director, Programs & Advocacy, World Childhood Foundation

1. Cox & Pawar: 15, 16
2. Healy, L. and Link, R. (2012). *Handbook of International Social Work: Human Rights, Development, and the Global Profession*. New York: Oxford University Press. (Chapters 71, 72)
3. Bragin M. & Garcia, M. (2009). Competencies Required to Design and Implement Programs for Children and Adolescents Affected by Natural Disaster and Complex Emergencies: Are These Competencies Those of International Social Work Practice? *Journal of Global Social Work Practice*, 2(2), November/December.
4. Mapp, S. (2008). Human rights and social justice in a global perspective: An introduction to international social work. New York: Oxford University Press. (Appendix B)
5. Glusker, A. A Student's Guide to Planning a Career in International Social Work
6. Hokenstad, M.C. and Midgley, J. (Eds.). *Issues in international social work*. Washington, DC: NASW Press, pp. 146-158.
7. Poter, A. (2010). Touching Foreign Lands: How International Study Abroad and Cross-cultural Work Can Strengthen the Social Work Community's Understanding of the Social Work Core Values. *Journal of Global Social Work Practice*, 3(1) May/June.
 - *Transitions Abroad Magazine* <http://www.TransitionsAbroad.com>
 - International Federation of Social Workers website at: [<http://www.ifsw.org>]
 - International Council on Social Welfare at [<http://www.icsw.org/>]
 - Institute for International Social Work
<https://csw.org/Centers-Initiatives/Centers/International-KAKI/Resources>

Nov. 21

Week 13. No Class- Thanksgiving Break

Nov. 28

Week 14. Final Presentations

***Organization Profile due in class HARD COPY & Canvas**

Dec. 5

Week 15: Final Presentations

***Global Event Reflection Paper Due, Canvas only**

Dec. 12

Week 16. Semester Wrap-Up Happy Hour Location TBD

***Research Paper Due in class, HARD COPY & Canvas**

