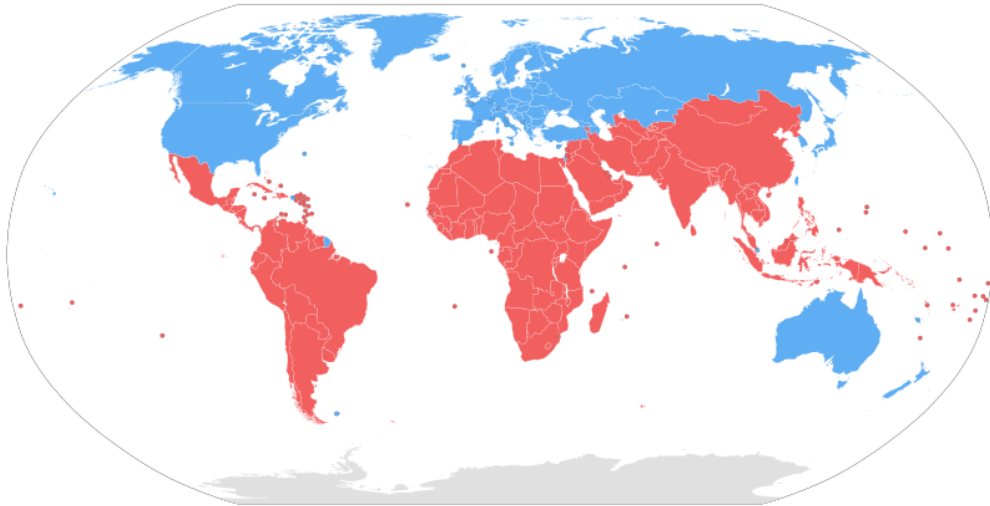


**International Social Work: Practicing in the Global South**  
SWRK 755-001  
Fall 2015  
University of Pennsylvania School of Social Policy and Practice

**Instructor:**  
**Email:**

**Schedule:**  
**Office Hours:**

**Teaching Assistant:**



**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](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 so that appropriate arrangements may be made.

### **Use of Email**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and 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 Facebook.

## Instructor responsibilities

- Be prepared for class, read and return students' work in a timely manner, and be interested and engaged in students' projects, background, experience, and perspective;
- 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

David Cox & Manohar Pawar

\*1<sup>st</sup> or 2nd Edition available on Amazon or other sites

100 under 100: One Hundred Tools for Empowering Global Women

Betsy Teutsch

\* You can buy the \$10 Kindle version and read it online or buy the hard copy

<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. Each student will be expected to post a real question under “Discussions” on canvas and classmates are expected to respond every week (except for 2 weeks of their choice).

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 2nd, E-COPY

### 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 online, via canvas, on Oct. 28<sup>th</sup> and must be completed by class on Nov 4<sup>th</sup> HARD COPY & E-COPY.**

### 4. Individual Research Paper (25%)

Each student will identify a social issue of interest in a country considered to be part of the Global South and develop an 8-10 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 30<sup>th</sup>, 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 from the country or a professional working on the issue.
- **DUE IN CLASS Nov 24<sup>th</sup> HARD COPY & E-COPY**

#### 5. **Organization Profile & Presentation (25%)**

Each student will profile at least 2 organizations that respond 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 date: **11:59 Dec 9<sup>th</sup> E-COPY**

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

- What is most important for us to know? What did you discover to be the most interesting, astonishing or discerning?

### **Course Outline and Readings**

**Sept. 2**

**Week 1. Welcome, class introductions, course overview**

**Sept. 9**

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

Cox & Pawar: 1

Midgley, J. (2001). Issues in International Social Work: Resolving Critical Debates in the Profession. *Journal of Social Work* 1: 21.

Hokenstad, M.C. and Midgley, J. (1997). Issues in International Social Work: Global Challenges for a New Century. Washington D.C.: NASW Press. (Chapter 2)

## **Sept. 16**

### **Week 3. International Perspectives, Theories and Concepts**

Cox & Pawar: 2

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.

Chang-Muy, F. & Congress, E. (2008). *Social Work with Immigrants and Refugees: Legal Issues, Clinical Skills and Advocacy*. New York: Springer. (Chapter 4)

Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and change*, 30(3), 435-464.

[http://josiah.berkeley.edu/2007Fall/ER275/Readings/DP3/kabeer-dev\\_ch-99.pdf](http://josiah.berkeley.edu/2007Fall/ER275/Readings/DP3/kabeer-dev_ch-99.pdf)

Visvanathan, N. Introduction to Part 1: Theories of Women, Gender, and Development. In *The Women, Gender, & Development Reader*. 17-32

## **Sept. 23**

### **Week 4. History of Global Social Work**

Cox & Pawar: 3

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)

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)

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.

Hokenstad, M.C. and Midgley, J. (2004). Lessons from Abroad: Adapting International Social Welfare Innovations. Washington D.C.: NASW Press. (Chapter 7)

## **Sept. 30**

### **Week 5. International Social Work Practice: Programs & Strategies**

**\*1-page preliminary paper due**

Cox & Pawar: 4-10

Ghose, T. (2012). Teaching about a sex work community in India: toward a postcolonial pedagogy. *Journal of Social Work Education*, 48(4), 707-726.

Teutsch: 100 under 100: One Hundred Tools for Empowering Global Women

Check out the websites of the guest speakers:

<http://100under100.org/resources/>

<http://lipmanfamilyprize.wharton.upenn.edu>

## **Oct. 7**

## **Week 6. Government Response, Inter-governmental organizations (IGOs)/UN System**

Cox & Pawar: 11 & 12

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)

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.

Rwomire, A. (2011). The Role of Social Work in National Development. *Social Work & Society International Online Journal*, 9(1).

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.

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)

Chang-Muy, F. & Congress. E. (2008). *Social Work with Immigrants and Refugees: Legal Issues, Clinical Skills and Advocacy*. New York: Springer. (Epilogue & Appendices)

Hokenstad, M.C. and Midgley, J. (2004). Lessons from Abroad: Adapting International Social Welfare Innovations. Washington D.C.: NASW Press. (Chapter 8)

Schuller, Mark. Chapter 5 in *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press, 2012.

### **Oct. 14**

#### **Week 7: Faith-based Approaches**

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.

Shepard, L., Panos, P., & Thompson, C. (2010). Perpetuating Polygamist Tradition: An Exploratory Qualitative Study of Senegalese Women. *Journal of Global Social Work Practice*, 3(1), May/June.

Kristof, N. & Wudunn, S. (2009). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Alfred A. Knopf. (Chapters 8 & 9)

Avgar, A., Recant, W., & Kaplan, R. (2007). Responding to Natural Disasters. *Journal Of Jewish Communal Service*, 83(1), 39-49.

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.

Tuicomepee, A., Romano, J. L., & Pokaao, S. (2012). Counseling in Thailand: Development From a Buddhist Perspective. *Journal Of Counseling & Development*, 90(3), 357-361.

### **Oct. 21**

## **Week 8. Non-governmental organizations (NGOs)/Grassroots Organizations (GROs)**

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)

Bornstein, D. (2004). *How to change the world: Social entrepreneurs and the power of new ideas*. New York: Oxford University Press. (Chapters 1 & 10)

Kristof, N. & Wudunn, S. (2009). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Alfred A. Knopf. (Chapters 14 & Appendix)

Holloway, R. (1998). *Establishing and running an advocacy NGO*. Pact Lusaka. Retrieved January 9, 2011 from [http://www.akdn.org/publications/civil\\_society\\_advocacy\\_ngo.pdf](http://www.akdn.org/publications/civil_society_advocacy_ngo.pdf)

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](http://www.humanitarianforum.org/data/files/resources/715/en/building_NGOs.pdf)

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>

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. 28**

## **Week 9. Corporate Philanthropy**

Ssewamala, Fred and Elizabeth Sperber. *Writing in International Social Work: Power, Knowledge, and Social Interventions in the Globalized World*.

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.

Schiller, Amy. "[Is For-Profit the Future of Non-profit?](#)" *The Atlantic*, May 2014.

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>

Roy, Ananya. *Poverty Capital. Microfinance and the Making of Development*.

**Nov. 4**

## **Week 10. Small group meetings & film screening**

**\*Midterm due in class HARD COPY & E-COPY**

Cox & Pawar: 13

**Nov. 11**

## **Week 11. Careers and Future Directions**

Cox & Pawar: 14

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)

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.

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)

Glusker, A. A Student's Guide to Planning a Career in International Social Work

Hokenstad, M.C. and Midgley, J. (Eds.). *Issues in international social work*. Washington, DC: NASW Press, pp. 146-158.

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 <http://www.cswe.org/CentersInitiatives/KAKI.aspx>
- *Resources For Social and Economic Development: PRAXIS* website <http://www.sp2.upenn.edu/restes/praxis.html>

**Nov. 18**

**Week 12. Final Presentations**

**Nov. 25**

**Week 13: NO CLASS Thanksgiving Break**

**\*Research Paper Due, HARD COPY & E-COPY on Tuesday Nov 24<sup>th</sup> 11:59**

**Dec. 2**

**Week 14: Final Presentations**

**\*Global Event Reflection Paper Due, E-COPY**

**Dec. 9**

**Week 15. Semester Wrap-Up Breakfast**

**\*Organization Profile due by 11:59, E-COPY**