

University of Pennsylvania School of Social Policy and Practice
MSSP/MSW 755----Fall 2021
International Social Policy & Practice: Perspectives from the Global South

Instructor: Jessica McAtamney LCSW, M.Ed.

Schedule: Wednesdays 3:30-6:00 Virtual

Email: naugle@upenn.edu

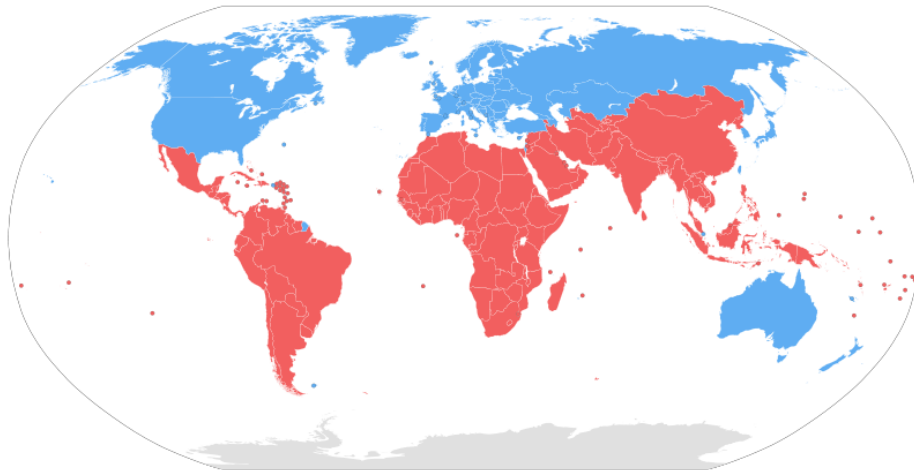
Office Hours- by appointment- 610-413-9876

Weekly Link:

<https://upenn.zoom.us/j/94513918496?pwd=bjYvNEI6elhoQ3NWSFBsdzdpbC9Ldz09>

Meeting ID: 945 1391 8496

Passcode: 682630



Course Description

This interdisciplinary course will introduce students to social policy and practice perspectives from Global South, indigenous, and immigrant communities. Through the course students will identify numerous strategies and skills professionals have used to collaboratively build interventions within human rights, social policy, social welfare, education, healthcare and sustainable development arenas. The course will expose students to different theories of development and the human rights framework. The course will familiarize them with global professions and help prepare them for overseas/cross-cultural practice. Students will complete two major assignments:

1. Research a specific global issue; explore local and international response; and compare/contrast interventions & strategies responding to the issue.
2. Investigate an organization or institution working on that global issue; research their success, limitations, failures, and challenges.

Educational Objectives

Students will:

- Develop a constructive sensitivity to human rights and societal problems in the Global South
- Recognize that many societies do not share the same values and ideologies that U.S. social work/policy is built upon.
- Understand human rights, social development and other theories, frameworks, and perspectives for assessing global problems and their solutions

- Be exposed to alternate views of the professional and personal transformation processes as it relates to individual, interpersonal, family, community, organizational, societal and international change.
- Acquire introductory knowledge of the role of policy-making institutions, think tanks, IGOs, NGOs, GROs, faith-based institutions and government programs
- Be able to make critical comparisons in examining responses to global issues
- Understand international forces and North-South dynamics that influence development

The Council on Social Work Education 2015 EPAS Competencies

The School of Social Policy & Practice's MSW program is accredited by the Council on Social Work Education (CSWE). The curriculum therefore implements the nine required social work competencies in the 2015 Educational Policy and Accreditation Standards (EPAS)

(<https://cswe.org/Accreditation/Standards-and-Policies/2015-EPAS> pages 7-9). This course prepares students for developing the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Course Requirements and Expectations

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 without prior agreement will result in the lowering of a student's grade (half a grade per day).

APA style- APA 7

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/>

Academic Integrity

Students are expected to adhere to the University's Code of Academic Integrity, available at <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/> Care should be taken to avoid academic integrity violations, including plagiarism, fabrication of information, and multiple submissions. It is the student's responsibility to consult the instructor if they are unsure about whether something constitutes a violation of the Code of Academic Integrity. Students who engage in any of these actions will be referred to the Office of Student Conduct, which investigates and decides on sanctions in cases of academic dishonesty.

- Plagiarism: using the ideas, data, or language of another person or source without specific or proper acknowledgment. Example: copying, in part or in its entirety, another person's paper,

article, or web-based material and submitting it for an assignment; using someone else's ideas without attribution; not using quotation marks where appropriate; etc.

- Fabrication: submitting contrived or altered information in any academic exercise. Example: making up data or statistics, citing nonexistent articles, contriving sources, etc.
- Multiple submissions: any work already submitted to fulfill another academic requirement.

Special needs

A student with a 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 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 and Phones

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 are not to be used regularly in class. Phones should not ring and you should not text or check social media during class time.

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

- All readings will be available in canvas
- Library Guide for 755: <https://guides.library.upenn.edu/c.php?g=476417>
- Podcasts to subscribe to:
 - Tiny Spark, inSocialWork, No White Saviors, Rough Translation, The Missionary, The Social Change Career Podcast, Think Indigenous, Up/Root, What Teachers Need to Know, Words to Win By, DFID Podcast
- Social media to follow:
 - Sangeetha Thanapal on twitter or instagram. (<http://kaliandkalki.com/>). Her work: <https://www.boundary2.org/2015/03/chinese-privilege-gender-and-intersectionality-in-singapore-a-conversation-between-adeline-koh-and-sangeetha-thanapal/>
 - No White Saviors
 - PopWorks Africa
 - <https://www.theguardian.com/global-development-professionals-network/2016/apr/18/10-of-the-best-humanitarians-to-follow-on-social-media>

Assignments

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

Every class we will engage in discussions around “real questions. “Hands On Activities”:
Students are expected to generate an application, real world questions, or an activity each week from the readings, previous class discussions, current world events and guest speaker presentations. Please see the syllabus for 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 one globally themed event during the fall semester. Examples: webinars, trainings, film screening, academic and public lectures, fundraisers, etc. Instructor will periodically send emails about events, 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 1, 2021.**

*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 canvas Oct 27 and must be completed by class on Nov 3.**

4. 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 Sept 22.** Issues must be approved by the instructor. The research paper should show a thorough understanding of the issue. **Due by class on Nov 17.** 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 policy and/or programmatic examples from a variety of actors: the state, NGOs, faith-based entities, think tanks, IGOs, etc.
- At least 10 references, including a media source (film, podcast, etc.) **AND** an interview with a person with first hand experience with the issue or from that country or community.

5. Organization Profile & Presentation (25%)

Each group will investigate one organization, policy-making institution, or government/corporate entity that responds to the social issue discussed in the final research paper. **Due Dec 15. Submit on canvas- one submission per group.**

The profile should include:

- Programmatic information: Contact information, mission, example of programs, and geopolitical scope of service (where they work and why, historical motivations, political leanings, etc.)
- Financial information: How are they funded?, What is their tax status?, What is the state of their financial health and what will their financial health look like in 25 years?
- 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 key employees/board members.
- Potential employment, internship, fellowship, or volunteer opportunities.
- Each student will present* in the last few weeks of class as part of a thematic group.

***Presentation Directions:** Each person in your group may create 2 slides and use up to 3 minutes to present. Questions to guide your presentation: What should everyone know about this topic? What are some of the institutional, macro, & micro level reasons the issue persists. What are the best policies or practices to improve the issue?

Groups:

Group 1: Chukwuemeka, Jennifer, Amanda

Group 2: Olivia, Emilia, Olivia

Group 3: Marcus, Jillian, Yiki

Group 4: Sophie and Giulianna

Class Schedule and Required Readings

Sept. 1

Week 1. Welcome, class introductions, course overview

1. Read the My World 2030 survey and be ready to share the goal that resonates most with you!

<https://sdgs.un.org/goals>

Take a look at the My World 2015 results:

<https://public.tableau.com/views/UNSDGs170915/MYWorldSurvey?%3Aembed=y&%3Ashow>

[VizHome=no&%3Adisplay_count=y&%3Adisplay_static_image=y&%3AbootstrapWhenNotified=true](#)

2. Estes, R. United States-Based Conceptualization of International Social Work Education.
3. Review/compare these code of ethics: International Social Work Code of Ethics <http://ifsw.org/policies/statement-of-ethical-principles/> and the NASW <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Sept. 8

Week 2. History, Definitions & Debates

Hands On Activity: Chukwuemeka Achike, Sophie Marie Tannenbaum

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. Healy, L. (2014). Global education for social work: Old debates and future directions for international social work. In Noble C., Strauss H., & Littlechild B. (Eds.), *Global social work: Crossing borders, blurring boundaries* (pp. 369-380).
5. Yellow Bird, M. (2008). Terms of Endearment: A Brief Dictionary for Decolonizing Social Work with Indigenous Peoples. In Gray, Mel, *Indigenous Social Work Around the World Towards Culturally Relevant Education and Practice* (pp. 275-291).
6. Listen to Tiny Spark Podcast Episodes:
 - a. On A Mission To Make White People Uncomfortable <https://nonprofitquarterly.org/on-a-mission-to-make-white-people-uncomfortable/>
 - b. What Can We Do about the White Savior Complex? <https://nonprofitquarterly.org/what-can-we-do-about-the-white-savior-complex/>

Sept. 15

Week 3. Review the Global Peace Index 2019 and view the interactive maps online:

<http://visionofhumanity.org/indexes/global-peace-index/>

Hands On Activity: [Jennifer Bulcock](#)

1. Projet Accompagnement Solidarité Colombie. (2014). Decolonizing Our Solidarity Project. (Chapter 2 & 3)
2. Listen to podcast episodes:
 - c. Border Trilogy: <https://www.wnycstudios.org/podcasts/radiolab/projects/border-trilogy>
 - d. The Undocumented Americans: <https://www.npr.org/2020/06/23/882551486/the-undocumented-americans>

Sept. 22

Week 4. Theories and Key Concepts

***one-page preliminary paper due**

Hands On Activity: Olivia Chowdry, Yixi Zhou

1. Cox & Pawar 2 & 4
2. Midgley, J. (2017). *Social welfare for a global era: International perspectives on policy and practice*. Thousand Oaks, CA: SAGE Publications. (Chapters 1 & 10)

3. Coates, John. *Indigenous Social Work Around the World : Towards Culturally Relevant Education and Practice*, edited by Mel Gray, and Bird, Professor Michael Yellow, Routledge, 2018. (Chapter 1)
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)
6. Elizabeth Baisley. (2015). "Framing the Ghanaian LGBT rights debate: competing decolonisation and human rights frames". *Canadian Journal of African Studies*, 49 (2), pp. 383-402.

Sept. 29

Week 5. Lessons from the Global South

Hands On Activity: Margaret Livingston

1. 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.
2. Hokenstad, M.C. and Midgley, J. (2004). *Lessons from Abroad: Adapting International Social Welfare Innovations*. Washington D.C.: NASW Press. (Chapter 7)
3. Coates, John. *Indigenous Social Work Around the World : Towards Culturally Relevant Education and Practice*, edited by Mel Gray, and Bird, Professor Michael Yellow, Routledge, 2018. (Chapter 11 & 20)
4. *New Directions in Social Policy: Alternatives from and for the Global South*, UNRISD Project 2013-2016. (Scroll to the bottom and select one of the papers on a topic or region that interests you)
[http://www.unrisd.org/80256B3C005BB128/\(httpProjects\)/2D903DC6376D3185C1257C16004B9CA8?OpenDocument](http://www.unrisd.org/80256B3C005BB128/(httpProjects)/2D903DC6376D3185C1257C16004B9CA8?OpenDocument)
5. *What Went Wrong?: 6 Perspectives on Failed Aid* (Read one of the stories that interests you)
<https://www.devex.com/news/search?query=%22Failed+Aid%3A+What+Went+Wrong%3F%22>
6. Listen to podcast episodes:
 - a. Medha Samant: Women's Empowerment Through "Credit-Plus" Microfinance in India
<https://www.insocialwork.org/episode.asp?ep=240>
 - b. Building a Self-Reliant Africa from the Bottom-Up <https://nonprofitquarterly.org/building-a-self-reliant-africa-from-the-bottom-up/>

Oct. 6

Week 6. The role of the state and IGOs i.e. UN

Hands On Activity: Emilia Feldman

1. Midgley, J. (2017). *Social welfare for a global era: International perspectives on policy and practice*. Thousand Oaks, CA: SAGE Publications. (Chapters 8 & 9)
2. Hokenstad, M.C. and Midgley, J. (2004). *Lessons from Abroad: Adapting International Social Welfare Innovations*. Washington D.C.: NASW Press. (Chapter 8)
3. 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)
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.

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

Oct. 13

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

Hands On Activity: Grace Hale

- 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)
- Alin, F., Boer, S., Freer, G. et al. (n. d.). *How to build a good small NGO*.
- Midgley, J. (2017). *Social welfare for a global era: International perspectives on policy and practice*. Thousand Oaks, CA: SAGE Publications. (Chapters 5)
- 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>
- Read/watch the Propublica/TIMES investigation about the U.S. charity, More than Me working in Liberia: <https://features.propublica.org/liberia/unprotected-more-than-me-katie-meyler-liberia-sexual-exploitation/> Read the follow-up pieces to get up to date on the saga: <https://www.propublica.org/series/unprotected>

Oct. 20

Week 8. Case Study: Faith-based Perspectives

Hands On Activity: Amanda Mills

- 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.
- Lasker, J. (2015). *Global Health Volunteering: Understanding Organizational Goals*.
- 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., & Pokaeo, S. (2012). Counseling in Thailand: Development From a Buddhist Perspective. *Journal Of Counseling & Development*, 90(3), 357-361.
- Jones, B. & Petersen. M. J. (2011): Instrumental, Narrow, Normative? Reviewing recent work on religion and development, *Third World Quarterly*, 32:7, 1291-1306
- Listen to podcast episode:
 - The Unintended Religious Consequence of Chinese Investment in Africa <https://chinaafricaproject.com/podcast-china-africa-religion-evangelical-christian-christopher-rhodes/>

Oct. 27

Week 9. Case Study: Philanthropy, Private Sector & Social Entrepreneurship

Hands On Activity: Marcus Morman

1. 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.
2. Schiller, Amy. "[Is For-Profit the Future of Non-profit?](#)" *The Atlantic*, May 2014.
3. 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>
4. Roy, Ananya. Poverty Capital. Microfinance and the Making of Development (Chapter 1)
5. Beware Rich People Who Say They Want to Change the World <https://www.nytimes.com/2018/08/24/opinion/sunday/wealth-philanthropy-fake-change.html?ref=collection%2Fbyline%2Fanand-giridharadas>
6. Listen to Podcast episodes:
 - a. Winners Give More, But Their Giving Reinforces Elite Power <https://nonprofitquarterly.org/winners-give-more-but-their-giving-reinforces-elite-power/>
 - b. Why Charity Is 'No Solution' In Unequal Times <https://nonprofitquarterly.org/why-charity-is-no-solution-in-unequal-times/>
 - c. Is Philanthropy Fueling Wealth Inequality? <https://nonprofitquarterly.org/is-philanthropy-fueling-wealth-inequality/>
 - d. Successful Social Change Takes Patience and Audacity <https://nonprofitquarterly.org/successful-social-change-takes-patience-and-audacity/>
 - e. Why I Want to Take Over the World with Shea Butter <https://nonprofitquarterly.org/why-i-want-to-take-over-the-world-with-shea-butter/>
 - f. TOMS Shoes: A Closer Look <https://nonprofitquarterly.org/toms-shoes/>

Nov. 3

Week 10. Midterm Due

Hands On Activity: Jillian Marie Stevenson

Special Presentation on International Affairs

Nov. 10

Week 11. Research Paper/Final Presentation Prep work in small groups

Nov. 17

Week 12. Careers and Future Directions

Research Paper Due

Hands On Activity: Giulianna Sutkiewicz

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 71-73)
2. Glusker, A. A Student's Guide to Planning a Career in International Social Work
3. 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.

Nov. 24

Week 13. No Class Thanksgiving Week

Dec. 1
Week 14. Final Presentations

Dec 8
Week 15. Final Presentations
Organizational Profile Due