San Diego State University
School of Social Work
Fall 2015

Monday 4:00 – 6:40 HH 134

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Note: Classroom is a Cell Phone and NO TEXTING Zone.

International Social Work and Social Welfare
Social Work 780

Purpose and Description

The purpose of this course is to expose students to salient global issues and to relate how the institution of social welfare has developed in different regions of the world. The course examines globalization and its effect on social welfare and human need. The fields of comparative social welfare analysis and social development are surveyed briefly. Special attention is given to the linkage of human rights and social work. As a way of understanding how different regions and countries have responded to human need, the course explores the specific problem areas of women in developing countries, street children and child labor, HIV in the developing world, and the plight of refugees. The course explores the international practice of social work as one of the primary professions associated with social welfare. Finally, the course delves into the role of international organizations, such as the World Bank, the International Monetary Fund (IMF), and the agencies of the United Nations (UN), and nongovernmental organizations (NGOs) such as Catholic Relief Services and Save the Children, in shaping international welfare policy and services.

Learning Outcomes/Competencies

EPAS 2 – Engage Diversity and Difference in Practice

- Demonstrate an acute awareness of historical and societal variables influencing interaction at the micro, mezzo, and macro levels and how they impact marginalized and oppressed groups in a developing country. (Facebook page and paper)

EPAS 3 – Advance Human Rights and Social, Economic and Environmental Justice

- Develop and use social media to advocate for global populations that experience oppression and social exclusion (Facebook page)
EPAS 4 – Engage in Practice-Informed Research and Research Informed Practice

- Employ multiple forms of qualitative and quantitative sources of data to analyze the socio-economic and socio-demographic conditions of a developing county. (paper)

EPAS 5 – Policy Practice

- Critically assess the strengths and limits of formal and informal social welfare programs addressing the conditions of populations in developing countries (paper)
- Analyze how human rights (civil, political, economic) may be better realized (paper)

Required Text


Required Readings

All readings indicated by an * will be posted on Blackboard. The remaining (and majority) of non-textbook readings can be accessed via the SDSU Love Library electronic journal collection.

Optional Texts


Course Assignments

1. **Facebook Page**: Choose a course theme (e.g., poverty, human rights) or a population group (e.g., children or women) and develop a Facebook page that presents material on it such as links to reports, newspaper articles, policies, documentaries, etc. By the end of the class, the Facebook page should demonstrate a critical understanding of the topic. Remember to draw your focus to material that is oriented around the developing world or global south and attempt to draw connections between the topics we have explored. The work can be done individually or in groups up to four persons. **(20 points)**.

2. **International Social Work and Social Welfare Portfolio**: This assignment is to be completed by two students working together.

   Select a developing country and provide the following:
   1) a brief history of the country, emphasize the themes that are most important in understanding its current conditions (e.g., colonization, external war, internal conflict)
   2) an outline specifying its major ethnic/racial groups;
3) a demographic profile (e.g., total population, population growth rate, age structure, percent urban population, life expectancy, infant mortality rates, maternal mortality rates, fertility rates, HIV rates);
4) a poverty profile (e.g., income inequality, poverty levels, access to clean water, per capita health expenditures, adult literacy rate, global poverty ranking, ranking on the human development index);
5) an economic profile (e.g., GDP, GDP growth rate, major industries, major agricultural products, military expenditures, level of high-technology exports, level of foreign investment);
6) a social welfare profile (what types of social assistance and social insurance programs the country offers);
7) an analysis of corruption and its influence on country conditions;
8) information on the country’s human rights issues or track record;
9) two scholarly articles that discuss a social problem(s) that affects a vulnerable population;
10) two journalistic articles that discuss a social problem(s) that affects a vulnerable population;
11) a description of social work (whether the country has a school of social work, what type of social work is practiced);
12) a description of NGO activity;
13) a description of social work, human services, public health, and/or Peace Corps voluntary opportunities.

All the materials in the preceding list are to be submitted in the form of a portfolio:

**Items 1–5:** These items serve as an assessment of the country. What do the data tell you about the country and its level of human development? It may help to examine how the country compares to others in the region. You may also find it helpful to organize the information into tables. The assessment should be no more than seven pages long and should demonstrate analysis of the information you present. Due by Sept. 21th, **15 points.**

**Item 6:** Given your country assessment, how does the formal social welfare system correspond to and deal with the country’s social conditions? No more than three pages; include reference material. Due by October 5th, **10 points.**

**Item 7:** Examine information from Transparency International and other sources to analyze the extent to which corruption is an issue in the country. Pay special attention to how corrupt practice may limit or deny basic human needs such as health care and food. No more than three pages; include reference material. Due by October 19th, **10 points.**

**Item 8:** Using the information gathered, identify and describe the state of human rights in the country. Please extend your analysis beyond first generation rights. No more than four pages; include reference material. Due by October 26th, **10 points.**

**Items 9–10:** Include in portfolio and develop a brief summary of the articles, including why you chose them. It is recommended that you focus your articles on an issue or population of concern. No more than three pages. Due by November 23th, **10 points**

**Item 11:** Include information on topic in portfolio. Due by December 7th.

**Item 12:** Include information on topic in portfolio and assess the importance of the work being done. No more than two pages. Due by December 7th.
Item 13: Include information on topic in portfolio. Due by December 7th.

The final portfolio should include all materials and previous written work. The final section should provide a synthesis of the material you have presented and briefly explicate the major themes you have identified. You are encouraged to also address what you have found most interesting, troubling, or exciting about the process of exploring social welfare and social work in the country you chose. No more than 10 pages. Due on 7th. 80 points (including the 55 points from Items 1–10)

Finally, those portfolios that demonstrate consistent integration of course readings into your analysis and assessment will receive higher grades. The same can be said for incorporating additional readings (outside those identified in the syllabus) into your work.

Grading Policies

All grades are assigned in accordance with the policies set forth in the SDSU General Catalog and the MSW Graduate Handbook.

The points and grade distribution for determining the final course grade are as follows:

A  94-100
A-  90-93
B+  87-89
B   83-86
B-  80-82
C+  77-79
C   73-76
C-  70-72

Note: The instructor reserves the right to reduce the final course grade if a student has more than two absences. The instructor also reserves the right to alter the syllabus as necessary.

Course Policies

Syllabus Statement for Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.
Accommodation for Religious Observances
Students will be allowed to complete examinations or other requirements in advance of a religious observance. However, it is the student’s responsibility to contact me in advance so that I can make the necessary arrangements.

Academic Misconduct
Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Academic misconduct, including plagiarism, is a serious offense in academia and will be treated according to the university policy, as written in the SDSU catalog/Graduate Bulletin. Any Academic misconduct, including plagiarism infractions, will be reported to the SDSU Office of Student Rights and Responsibilities as is mandated by the CSU Chancellor.

If you are unsure as to what is plagiarism: Students can take the 30-minute pre- and post- online quiz: SDSU Plagiarism: The crime of intellectual property by SDSU librarian Pamela Jackson, found at: http://infotutor.sdsu.edu/plagiarism/index.cfm.

For more information visit the Office of Student Rights and Responsibility: http://studentaffairs.sdsu.edu/srr/academics1.html

Class Etiquette and Expectations
This class on immigration and social work and social welfare will deal with a number of controversial issues and topics; disagreements will occur. That is fine. Hopefully, beliefs and values are not so deeply entrenched that we cannot change them. As Camus wrote, “To feel absolutely right is the beginning of the end.” In the process of our intellectual exchanges, I ask that we treat each other with respect and not personalize the argument or discussion.

Class begins and ends at the specified times. As a courtesy to others, students are expected to arrive on time and to remain until the end of the class. Students must inform the instructor if it is necessary to leave class early. A break will be given.

This class is a cell-phone free zone!!! Please turn off such devices before the class starts.
CLASS SCHEDULE

Week 1  Introduction
8/24/2015

Overview of the course and introductory comments

Required Reading

• Healy, *International Social Work*, ch. 1: International social work: Why is it important and what is it?

Suggested Readings
To keep up with international developments, you will need to read regularly one of the major newspapers. Almost all have web versions:
• www.nytimes.com
• www.washingtonpost.com
• www.latimes.com
• www.iht.com/frontpage.html (The International Herald Tribune)
• Additionally, Dr. Richard Estes has an excellent web page with international hyperlinks: http://caster.ssw.upenn.edu/~restes/praxis.html

Week 2  Globalization
8/31/2015

These two sections review competing theories of globalization and examine how global economic and social change influence the provision of social welfare in developing countries. Data sources for documenting socioeconomic conditions are reviewed.

Required Reading

• Micklethwait, J., & Woolridge, A. (2001). The globalization backlash. *Foreign Policy*, 126, 16–26. (please skim this article. It is old but the argument’s premise remains valid)
• Healy, ch. 2: Theories and concepts underpinning international social work: Globalization.

Suggested Reading

Week 3  Labor Day
9/7/2015

Week 4  Globalization
9/14/2015

Required Reading
- www.cia.gov/cia/publications/factbook
This web page provides summary data and analysis on the social, economic, and political conditions of virtually every country.
- State Department: http://www.state.gov/
- Globalization 101 (an interesting website highlighting a range of issues: http://www.globalization101.org/

Suggested Reading
- Midgley, ch. 4: description of social welfare around the world.
- For the latest data on global trends in social welfare, see the World Bank, World Development Report, and the United Nations Development Programme, Human Development Report, which are annual publications.

Week 5  Social Development
9/21/2015

This section examines the concept of social development and provides examples of social development activities in India and Bangladesh.

Required Reading
- Healy, ch. 3: Theories and concepts underpinning international social work: Development and human rights (Pages 52-63).

Suggested Reading
Publications. (Pages 131-160).


**Week 6 Comparative Social Welfare**

9/28/2015

This section examines different approaches to comparative social welfare and assesses the relevance of formal social welfare programs to developing countries.

**Required Reading**


**Suggested Reading**

publication describes the provision of social welfare for more than 172 countries.)


**Week 7    Human Rights**
**10/5/2015**

This section focuses on the debate and conflict over human rights. Efforts to ban child labor serve to illustrate the tension between competing human rights agendas.

**Required Reading**

**Suggested Reading**

**Week 9    Social Exclusion and Human Rights**
**10/12/2015**

The concept of social exclusion is examined and its utility for understanding poverty is assessed, especially in regard to the developing world. The problem of corruption as one of the main elements of social exclusion is addressed. Human rights are reviewed as a component of social work practice.

**Required Reading**
- Healy, ch. 3, Theories and concepts underpinning international social work: Development
and human rights (Pages 63-82).


**Suggested Reading**


- Amnesty International: www.amnesty.org

- Human Rights Watch: www.hrw.org


- U.S. State Department—Human Rights: http://www.state.gov/g/drl/hr/


**Week 9 Women in the Developing World**

**10/19/2015**

This section examines the status of women in the developing world through two problem areas: sexual trafficking and gender-based violence. A human rights perspective is reviewed to address both problems.

Guest presenter: Dr. Judy Shepherd - Uganda

**Required Reading**

Suggested Reading


**Week 10 Children**

This section examines street children, violence, and child soldiers as problems experienced by children in many countries of the world. Efforts to assist child soldiers are reviewed. The UN Declaration of the Rights of the Child is examined.

**Required Reading**


  Or

Suggested Reading

- Coalition to Stop the Use of Child Soldiers: http://www.child-soldiers.org/

Week 11 HIV/AIDS
11/2/2015

The epidemic of HIV/AIDS has affected many developing countries in Africa and Asia. The social and economic costs of the epidemic are reviewed. Efforts to provide antiretroviral medications are examined, as are community-based projects to assist persons with HIV/AIDS (such as AIDS wats in Thailand).

Guest Presenter: Dr. Maria Lusia Zuniga, SDSU

Required Reading


Suggested Reading

• UNAIDS: www.unaids.org

**Week 12  Refugees**

**11/9/2015**

This section reviews refugees and internally displaced persons as vulnerable populations. The refugee experience prior to resettlement is examined and programs to deal with trauma are explored. Human rights documents providing protection to refugees are covered.

Guest Presenter: Bob Montgomery, Ex. Director of the International Rescue Committee in San Diego (IRC/SD).

**Required Reading**

  or


**Suggested Reading**


- State Department—Office of International Migration: http://usinfo.state.gov/regional/ar/
- UNHCR: www.unhcr.ch

**Week 13  International Social Work**
11/16/2015

These two sections examine the global profession of social work with special attention to social work to in developing countries. The role of the International Federation of Social Workers and the International Association of Schools of Social Work in promoting social work is discussed. Social work in India and Thailand is highlighted.

**Required Reading**
- Healy, ch. 8: Social work around the world today.
- International Federation of Social Workers (IFSW): http://www.ifsw.org/
- International Association of Schools of Social Work (IASSW): http://www.iassw.soton.ac.uk/

**Suggested Reading**

**Week 14  International Social Work**
11/23/2015

Required Reading
Social work’s role in development is highlighted. The rise of social work in the former Soviet-block is emphasized as is the profession in Latin America.

- Healy, ch., 12, Social work as a force for human global change and development.

Suggested Reading

Week 15 Global Organizational Actors
11/30/2015

This section reviews the role of global organizations, such as the World Bank, IMF, and assorted UN agencies, in supporting social welfare in the developing world. Competing visions of social welfare are assessed. It also investigates the role of smaller international and national NGOs in the developing world. Focus is on NGO efforts to promote human rights and to develop anti-poverty programs.

Required Reading

Suggested Reading
- International Committee of the Red Cross (ICRC): www.icrc.org
- International Labour Organization (ILO): www.ilo.org
- International Monetary Fund (IMF): www.imf.org
• United Nations Social and Economic Development: http://uninfo.state.gov/regional/ar/
• World Bank: www.worldbank.org
• World Health Organization (WHO): www.who.int
• World Trade Organization (WTO): http://www.wto.org/
• CARE: www.care.org
• Catholic Relief Services: www.catholicrelief.org
• Oxfam International: http://www.oxfam.org/
• Peace Corps: www.peacecorps.gov
• Save the Children: www.savethechildren.org

Week 16 Course Wrap-up
8/7/2015
Appendix

Course Objectives

Knowledge
1. Understand how different countries approach and configure their social welfare systems and social services.
2. Identify the role of globalization in shaping social problems and country-specific responses to social problems.
3. Demonstrate a working knowledge of key international social welfare organizations and their social welfare orientation.
4. Understand the functions and contributions of social work in countries around the world.

Skills
1. Articulate different approaches to structuring social welfare programs and services.
2. Interpret major resources for research in international social welfare.
3. Appraise the prevalence of social problems, such as poverty, AIDS, and human rights violations, in specific countries.
4. Identify how social work is practiced in a specific country.

Values
1. Identify the need to strengthen and enhance social welfare systems in the face of globalization.
2. Recognize social work as a global profession.
3. Associate human rights with social welfare and social work practice.
4. Recognize value conflicts that influence global and international social interventions.

Outcomes
1. Become familiar with key concepts and issues in international social welfare.
2. Recognize the effect of globalization on social work and social welfare.
3. Identify organizational actors involved in international social work and social welfare.
4. Identify resources and data used in analyzing global social conditions and international social welfare.