Course description
This is a course aimed at introducing students to the study of international social welfare. The overall approach is comparative, and the general focus is on how historical, sociopolitical, economic, and ideological factors and conditions affect the manner in which selected nation states structure social provision to their citizens. The purpose of the course is twofold: (1) to advance student awareness and knowledge of differences and similarities characterizing systems of social provision across different societies; and (2) to help students critically analyze the nature and origins of these similarities and differences, and to consider the implications for vulnerable populations and policy development, as well as for social work's place and role in contributing to improvements and change on an international basis. Minimum competencies students are expected to demonstrate at the end of the course include: (a) An understanding of basic concepts and terms and how to use them descriptively in characterizing similarities and differences across different systems of national social provision. (b) An understanding of the origin and nature of similarities and differences across different systems of national social provision, and the capacity to pose analytic questions about their implications for social policy development and change, vulnerable populations, the structuring of service delivery systems, and social work's role in promoting social change and improvements. (c) An increased awareness of the national and international forces that influence how nation states structure their systems of social provision, and the implications for disadvantaged and vulnerable population within specific societies. (d) Increased understanding of comparative methods of analysis, and skill in using them in the analysis of international social welfare issues. (e) An understanding of the contributions of social policy and social services in promoting social and economic development in various parts of the world.

Credit hours: 3
Subject: Social Welfare Policies and Services
PreReq: SWPS 530
Applies To & Method Type: Elective, SWPS.

Relationship to curricular themes
Multiculturalism and Diversity are addressed in the sense that comparative analysis across different societies necessarily involves explicit consideration of the significance of differences in ethnicity and culture, as well as of the role of gender.
Social Justice and Social Change are addressed from the perspective of understanding the role that social policies and systems of social provision play in maximizing the welfare of the least advantaged and the most oppressed groups in the various societies under study.
Promotion, Prevention, Treatment, and Rehabilitation are addressed through consideration of how social policies and systems of social provision promote social well being and prevent or rectify the emergence or maintenance of socially problematic structures, conditions and processes.
Behavioral and Social Science Theory and Research are addressed in the sense that the comparative study of how nation states structure systems of social provision is a domain of social science inquiry in its own right, characterized by a strong, multidisciplinary tradition of empirical investigation and theoretical analysis. The course is centered on literature from this domain; students will acquire foundation knowledge about international social welfare by reading and analyzing important contributions to this literature.

Class organization and other matters
The format is lecture, with questions and discussion, as well as organized class discussion. There will also be student presentations.

Class will meet at Room 3001 SEB. To avoid disruption cell phones and pagers are not permitted in class. Students registered for this class will have access to a C-Tools web site for the class. Background materials, the class schedule and other materials will be provided on the class web site.

Office hours are set by appointment. To set up an appointment, please email me or call my regular office at the Institute of Labor & Industrial Relations, 1111 East Catherine Street, #308, phone 763-0071.

Grading and requirements
Students are expected to attend all classes. Excessive absences can be a reason for a failing grade. Roll will be taken during the first part of the class until the instructor learns the names of the students. The overall grade for the course will be based on completion of three take-home assignments (40%), a group in-class presentation (20%), class participation (15%), and a final in-class exam (25%). The respective weighting of each component in the final grade is the stated percentage in parenthesis.

All written submissions should be typed in Times New Roman or Courier New sized 11 or larger, double-spaced. They must follow an established academic convention for organization, pagination, footnoting, table and figure presentation and bibliographic references. Late assignments will be accepted with a strong penalty.

Class participation refers to raising questions and contributing to discussion with information and comments from readings. The assessment of class presentations and written assignments will be based on the usual criteria, including conformity with the requirements of the assignment, definition and maintenance of a well-defined focus, systematic and logical presentation of arguments, appropriate use of evidence, development of relevant and interesting insights, familiarity with, and appropriate use of relevant literature, and clarity of presentation.

Readings
During the course the student must read in its entirety one of the following books (see complete references in the bibliography): Dean (1995), Adams (2002), Chatterjee (1996), or Deacon (2002). The book by Chatterjee is available at Ulrich, all of them are available in the library. At the end of the course the student must turn in a ten page critical summary of the book s/he has read. Other readings from books and journals are required (see the class schedule for suggested readings). Required readings will be made available in class. The bibliography at the end of this syllabus includes a number of titles (many of them are available on reserve at the library) that can be useful for general or particular purposes-for instance, for preparing a presentation on a particular issue. Additional material pertaining to various themes and topics may be distributed or assigned from time to time by the instructor.
Weekly Class Schedule
This schedule is subject to change.


Class 6. February 15. Employment and unemployment Readings: Kalecki (1943); Dean (1996), Ch. 6; Meacher (1989).


Spring Recess

Class 8. March 8. Social Security I

Class 9. March 15. Social Security II
Readings: Adams (2002), Ch. 2.

Readings: Mechanic (1999); Field (1999).

Class 11. March 29. Education.

Class 12. April 5. Social services for families, the community and particular age-groups I.
Readings: Adams (2002), Ch. 6.

Class 13. April 12. Social services for families, the community and particular age-groups II.
Readings: Adams (2002), Ch. 7.

Readings: Adams (2002), Ch. 4; Dean (1996), Ch. 7.

Bibliography

Fabricant MB, Burghardt S. 1992. The welfare state crisis and the transformation of social service work (258 pp.)
Armonk, NY: M.E. Sharpe.
Temple Univ Press.
Lewis J. 1995. The voluntary sector, the State, and social work in Britain. Aldershot: Edward Elgar.


