Course Description

With increased global communication comes an awareness of the similarity of social challenges faced by nations throughout the world. Among these are human rights, rapid and unplanned urbanization, poverty, housing, gender inequality, inability to care for the complex needs of children, poverty and indebtedness, racial and/or ethnic discrimination, and cultural conflicts. Social work and social welfare models used in the United States represent only a subset of the large number of possible intervention strategies available to respond to the diverse needs of communities and societies. This course attempts to prepare students for international social work or for work with immigrant and refugee populations in the United States by encouraging the development of appropriate strategies for working with those whose worldviews are beyond the narrow cultural contexts of this country.

During the term we will focus selectively on the challenges many nations face in improving the lives of their citizens given their current economic and social circumstances. In operationalizing this first goal, the course will identify numerous strategies and skills social workers have used to collaboratively build
interventions within the social welfare, education, health care, and sustainable community development arenas.

Many societies do not share the same values and ideologies that U.S. social work is built upon. Without additional and specific training, social workers from this country often find it difficult to use an alternate lens to evaluate the efficacy of their education and practice in international settings. A second overarching goal will be to expose class participants to alternate views of the professional and personal transformation processes via the method of social development, as it relates to individual, interpersonal, family, community, organizational, societal and international change.

The tension between what is “universal” in social work practice and what is country or group-specific will be repeatedly addressed as a third goal of this course. Ways in which U.S. social work models may best be used in global contexts are critiqued through the construction of country specific intervention plans by class participants.

**Course Content**

The course will investigate ways in which micro and macro skills can be integrated via a social development model to address social welfare issues in international settings. This includes the development of interventions beginning at the community level and moving toward global as well as individual practice. A major focus this term will be on the enhancement of practice knowledge and skills in program design, development, implementation and evaluation. We will address not only basic resources such as food, shelter, potable water and sanitation, but also sustainable economic development, inter-ethnic conflict, global indebtedness, ethnoconscious organizational development, and empowerment/conscientization as a method of intervening in social challenges.

Most importantly this course will emphasize modalities other societies have employed to meet social welfare needs in areas including, but not limited to work with the aging, children, women, the disabled, gay and lesbian populations and immigrants. Cross-cultural examples from other nations will be included so as to identify effective strategies for intervention in the U.S. In other words, during the term we will attempt to “reverse the flow of information from “developing” to “developed” nations. We will accomplish this goal by incorporating case studies from Sub-Saharan Africa, The Middle East, Southeast Asia, and South and Central America.

**Course Objectives**

Upon completion of this course, class participants will be able to:

- Demonstrate a knowledge of several global perspectives on social welfare and social work in U.S. and international settings.
• Demonstrate a knowledge of the influence of U.S. social, economic, and political policy on the lives of citizens in the Global North and South.
• Display a sophisticated awareness of the interplay among cultural, social, historical, economic, and political factors when designing interventions. This objective will be demonstrated with both individual and group assignments.
• Present cross-cultural and self awareness knowledge related to understanding and managing conflict as it appears in different cultural, economical, and ideological forms nationally and internationally.
• Discuss the impact of transnationalism on contemporary social policy across the world.
• Demonstrate their knowledge of strategies related to developing trust and serving as “co-learners” in cross-cultural and international settings.
• Explain the role of idiosyncratic culturally-specific factors and use them in shaping strategies to address critical problems in the world via the construction of a detailed field intervention project.
• Discuss ways that new and innovative social welfare practices in use internationally may have utility for addressing U.S. social problems and challenges.
• Explain how international organizations and coalitions’ policies influence behavioral choices at the individual, interpersonal, community, group, and societal levels.
• Demonstrate the capacity to take collective action to gain more influence to make substantial and sustainable change by presenting specific community building skills as part of a regional intervention plan.

Required Texts (Available at Common Language Bookstore, 317 Braun Court, Ann Arbor, 663-0036)


Additional Resources:
Lewis
SW 701 Fall 2005
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Course Assignments:

No paper should be more than the equivalent of 8 typewritten double-spaced pages, using a 12 point font.

1. Individual Assignment A: Country Focus (30 Points, Due September 28)

Your first task is to choose a nation (only one) of interest to you. European countries, the United States, and Canada may not be used for this assignment. During the course of the term you will be asked to present information about that nation to other class participants for discussion, and work with a team to critically evaluate practice methods as they relate to your host nation(s). As your choice will also influence your group assignment for the duration of the semester, choose your country carefully. You are strongly encouraged to look beyond U.S. sources for your information. In addition to your paper, please prepare a one-page summary sheet of the important “talking points” regarding your chosen nation. All papers must include:

A. The identification of the nation: historical, political and social contexts (include geographic differences).

B. Current demographics (population, education, life expectancy, household income, major ethnic groups, languages)

C. Current social, economic and political issues
D. Interactions between the U.S. and your chosen nation
   1. Foreign policy
   2. Colonialism: “old” and “new”
   3. Signatories to U.N. charters?

2. Group Assignment A: Using the Social Development Model to Understand the Context of Your Work (30 Points, Due October 12)
   General Instructions: Your assigned group will share information regarding your various individual research plan throughout the term. Think of yourselves as a regional group from an international NGO preparing your report for the international Board of Directors. Shape your presentation by recognizing that you each know little about the others’ activities, and the international organization’s headquarters are in New York City in the U.S. You will attempt to determine three areas of overlap among your projects and discuss their importance for social work practice. Provide a concrete set of illustrations of your key points. Your presentation should include specific learning tasks for those pursuing careers in international social work. You may choose from a variety of methods for your presentation including: case studies, guest speakers (but they must be BRIEF so that all presentations may be completed), internet resources, articles, books, newspapers, music, dance and art. Each group will prepare a set of written materials for all class participants. The materials should be uploaded to the C-Tools site at least 48 hours before your assigned presentation date.

   Specific Instructions:
   
   A. Each group member will choose a target population and target issue of interest to her/him. The participant will also develop a brief (1-2 paragraph) written rationale for their choices for the instructor and other group participants.
   
   B. The group will discuss the implications of the rationale in terms of all levels the concentric circle model presented in class.
   
   C. To what extent does this intervention overlap, conflict, or parallel those of other group members? Is this a regional concern? If so, how might the target issue be modified to reflect its regional nature?
   
   D. The group will present a summary of their deliberations and ultimate decisions to the class on October
   
   E. Each group member should contribute at least one current piece of scholarship on the target population or issue and write a bibliographic annotation as a contribution to the ultimate group decisions. (submitted also to the instructor).

3. Individual Assignment B: Using the Social Development Model – Designing Ethnoconscious Interventions (20 Points, Due November 9)
AFTER your group has initiated Assignment 2, and reached consensus on your collective approach to ethnoconscious interventions for your chosen country, prepare an intervention proposal congruent with your team’s approach. Your chosen issue will also need to be operationalized in concrete, observable and measurable objectives, including proposed outcomes. The completed proposal should present:

A. A description of your intervention
   1. goals
   2. objectives
   3. task analyses
   4. expected outcomes
B. The theoretical assumptions underlying your proposal.
C. Description of target population to be served
   1. With whom do you need to negotiate in order to access this population?
   2. How will you deal with language differences?
D. Logic Model or GANTT chart of the timetable for the intervention
E. Budget (think this carefully through to include all of the line items required for your proposal’s implementation)
F. Why should this intervention be done now?
G. Why should you do it (as opposed to someone from the host country)?

Assignment 4. Group Presentation B: Influencing International Social Policy (20 Points, Due December 7)

Your group will present its interventions as a packet to the World Health Organization (WHO) or United Nations Development Programme (UNDP) Board for funding. The presentation should highlight the utility of supporting the plans as an integrated intervention strategy for the country/region/type of intervention. A one-page Executive Summary of the integrated interventions will be submitted to all class participants on the discussion section of the C-Tools site by November 30.

Grading:
This course uses the School of Social Work’s grading system approved by the Governing Faculty. Please refer to the “General Requirements for Class Papers in the School of Social Work” section of your student guide for assistance. All assignments will be graded for their comprehensiveness and clarity.

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Session Outline

Week One - September 7  Introduction to Course and Concepts

Introductions
Course Overview
The Case of Mrs. Mensah
The Concentric Circle Model
Definitions 1
Exercise: The Shape of the World

Week Two – September 14  Applications 1: Contextualizing International Social Work Practice - Finding Resources Guest Speakers Sally Lawler and Jennifer Davis

PLEASE NOTE; THIS CLASS WILL BE HELD IN THE SSW LIBRARY

Individual country choice reported
Exercise: Class Matters

Readings
1. R&L, Chapters. 2, 4, 13
2. UN, Part one – Chapter II
3. H&T


Social, historical, and political contexts of practice models- Revisiting SW 530 Social Work Practice in the United States – Ethics, Values, Methods and major foci
Social Development Model
Remediation Model
Social Work Practice Models Internationally- major foci
Codes of Ethics and Professional Organizations, Coalitions
Group Time

2. R&L: Chapters 3, 5, 11


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**Week Four – September 28– Human Rights**

**Individual Assignment A Due**

Social justice for whom? Or "Why do they hate us so much?"

NGOs- Does non-governmental equal non-political? The case of housing

Influences of international social policies – NAFTA, the Euro

How human rights and social justice issues are enacted in the global arena

**Group Time**

**Readings**

1. UN: Parts II and III (I-VI, Annex III-V)
2. R&L: Chapters 7,8
3. H& T Chapter 3 – Sections 1-3

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**Week Five October 5 – Conflict I:**

Conflict as a factor in daily life

Global, Societal and Community Constructions of conflict

Outcomes of Constructions and Behaviors

Understanding our own conflict management styles

**Group Time**

**Readings**

2. R&L: Chapters 6, 9
3. UN, African Regional Instruments in the field of human rights pp 65-67

**Week Six October 12 – On Women’s Lives**

**Group Presentation 1**

Feminism: Different global definitions
Currently targeted areas: The U.N. Committee on the Elimination of Discrimination against Women
What do women say that they need? The Beijing Conference
Gender issues in social work practice
Are western interventions effective across global settings?
Working with women in community organizations
The perils of method-driven interventions

**Readings**

1. R&L, Chapter 8
2. The State of the World’s Women 2004
5. H & T Chapter 2 Sections 1-4

**Week Seven – October 19 International Social Work Practice “Over Here”**

Increasing influence of transnationalism
U.S. and Canadian Refugee and immigration policies
Contrasting U.S. and Canadian social work roles
Housing as a social justice issue
Readings:

6. H&T Chapter 3 Sections 4-5, Chapter 5 Sections 1-3

Week Eight – October 26 – Applications 2: International Social Work Practice – “Over Here”2 GUEST SPEAKER: Linh Song

The International Families Outreach Project: A Michigan Example (IFOP) Implications for social work and social welfare

Readings for week 9


Week Nine – November 2 - Children: Hope of the Future To All?

Convention on the rights of the Child
Signatories of the International Rights of the Child Statement
The Case of Street Children
Gender gap in education
Human Rights and Children
Social Work Roles and Intervention Strategies

Readings
3. UNDP Chapter 1

Week Ten – November 9: Entering as a “Foreigner” and Becoming An Ally

**GUEST SPEAKER: Alex Crampton**

**Individual Assignment B Due**
Praxis and Conscientization Models
Engagement via the community as a form of interpersonal practice
Examples

Readings
1. R&L Chapter 7
2. Lie Chapters 1, 3-7, 10,13
3. H&T Chapter 4

Week Eleven - November 16: Guest Speaker – Ann Rall

**Application of Concepts 3: Rwanda**

International NGOs
Intervention Choices and Consequences
Implications for social work practice

Readings
1. UNDP Chapter 4
2. R&L Chapter 2, 5, 6
**Week Twelve – November 23 – Conflict II: Interpersonal, individual, family, group, organizational and community interactions**

Whom shall we serve?
Comprehensive strategies
Trade-offs for professional social workers
Example of Intervention: Actionaid Reflect Program
Social workers as co-learners

Readings
1. R&L, Chapters 7,10,12
3. UNDP Chapters 3-5

**Week Thirteen – November 30 -**
**Group Presentation B**
Revisiting Mrs. Mensah, Concentric Circle Diagram

Additional Readings: TBA

**Week Fourteen – December 7 - Last Class**
**Group Presentation B continued (if necessary)**

Social Work Practice as a part of social development
Future Visions: What do we know and what do we need to know?
Exercise: The Council of All Beings

Additional Readings: TBA
Readings:
1. R & L Chapter 13
2. H & T Chapter 1, 67-69
3. UNDP Chapter 10