Course Description

With increased global communication comes an awareness of the similarity of social challenges faced by nations throughout the world. Among these are rapid and unplanned urbanization, poverty, gender inequality, inability to care for the complex needs of children, poverty and indebtedness, racial 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 fast 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...
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 related 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 individualized intervention plans by class participants.

Course Content

The course will investigate ways in which micro and macro skills can be integrated 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.
- 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.
- 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. 215 S. Fourth St. Ann Arbor, 663-00361


Additional Resources:
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Session Outline
Week One - September T Introduction to Course and Concepts
  Introductions Course Overview Individual and Group Assignments The Case of Mrs. Mensah
Readings for Week 2:
1. R&L, Chapters 2, 4, 13 2. Hokenstad, Chapters 2, 10,12 3. Lie, Chapter 2 4. UN, Part one - Chapter II
Week Two - September 14 Contextualizing International Social Work Practice Contemporary Models
  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
Readings for Week 3
1. UN: Parts II and III (I-VI, Annex III-V)
2. R&L: Chapters 3,5, 7
3. Lie, Chapter 14
4. Hokenstad, Chapter 4
Week Three - September 21- Human Rights
  Social justice for whom?
  NGOs - Does Non-governmental equal non-political?
  Influences of international social policies - NAFTA, the Euro
  How human rights and social justice issues are enacted in the global arena
Readings for Week 4 1. R&L Chapter 8 2. Hokenstad, Chapters 8, 9, 11

Week Four - September 28 - Conflict 1:
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

Readings for Week 5

Week Five - October 5 - Application of Concepts: The Case of Yugoslavia
War Reconstructions Contrasts with other global conflicts: South Africa, Chile Using narratives in international social work practice

Readings for Week 6 1. Lie, Chapter 9, 12, 13 2. R&L Chapter 5

Week Six - October 12 Entering as a "Foreigner" and Becoming An Ally- GUEST SPEAKER: CAROLINE WANG Praxis and Conscientization Models Engagement via the community as a form of interpersonal practice Examples

Readings for Week 7
1. R&L Chapter 7
2. Lie Chapters 1, 3-7, 14,13
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 The International Families Outreach Project: A Michigan Example (IFOP) implications for social work and social welfare
Readings for week 8
Readings for Week 9
New York: UN Department of Public Information.
2.
Week Nine - November 2 On Women's Lives 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
Readings for Week 10
1. R&L, Chapter 8 2. UN, African Regional Instruments in the field of human rights pp 65-67
3. Others to be announced
S.W. 701 International Social Work Practice Fall, 2000 Lewis p. 7
Readings for Week 11 1. Hokenstad Chapters 6-7 2. Lie, Chapters 8, 11
Week Eleven November 16: Conflict II: Interpersonal, individual, family, group, organizational and community interactions
Whom shall we serve? Trade-offs for professional social workers Methods of Intervention: Actionaid Reflect Program Social workers as co-learners
Readings for Week 12 (To be determined by groups)
November 23 - U.S. THANKSGIVING DAY CELEBRATED - NO CLASS
Week Twelve - November 30 - Group Presentations
Readings for Week 13
1. R&L, Chapters 10,12 Hokenstad, Chapter 13

Week Thirteen - December 7 - LAST CLASS!!
Revisiting Mrs. Mensah Distribution of and final comments on class generated resource material Social Work Practice as a part of social development Future Visions: What do we know and what do we need to know?
Course Assignments:

1. **Individual Assignment - Learning Programme and Contract (40 Points)**
   
   Your first task is to choose a nation (only one) other than the United States and Canada of interest to you. During the course of the term you will be asked to present information about that nation to other class participants for discussion. Your choice will also influence your group assignment for the duration of the semester. No paper should be more than the equivalent of 10 typewritten double-spaced pages. Four specific tasks will be expected of you for this portion of your grade:
   
   A. The identification of the nation demographically, culturally, economically, and physically. (Due September 21)
   
   B. The placement of the nation in its social, political and historical contexts, including sources of productive and destructive conflict. (Due October 12) A description of a social work practice issue you would like to work on if you had the opportunity to practice in that nation. The description will include the relevance of the issue to the nation, social work practice, and your own interests. Your chosen issue will also need to be operationalized in concrete, observable and measurable objectives, and proposed outcomes. This task may be accomplished with a detailed outline. (See R&L Chapter 10 and Lie Chapters 15 and 16 for examples. Due October 26)
   
   D. A detailed plan for actualizing your interest in this project and this nation. The plan will include: location and rationale for this location in the nation, demographics of population you will be working with, how these factors influence the type of work you have described in item C (above), who your contacts will be in the nation and the cost of your plan (with a detailed budget. Due November 16).

2. **Group Assignment: Regional Research and Presentation (30 Points)**
   
   Your 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 teaming tasks for those pursuing careers in international social work. At the end of the term you will be expected to present your findings to the Board. 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 the future use of all class participants. Those materials should be presented at least one week in advance of your presentation or you will be asked to bear the cost of their reproduction and dissemination. **DUE: November 30**
3. Discussion Questions/Facilitation (10 Points)
Each week, one class participant will be expected to develop 3 questions for discussion by the entire group. These questions should be based on the readings and will be posted at least 72 hours in advance of the session on the Coursetools site. Each participant is responsible for reviewing the questions before the class.

4. Reflection Papers (20 Points)
Four brief (1-2 pp.) reflection papers will be submitted using the cases found in the Ramanathan & Link, Lewis and Apt, and the Centre for Human Rights texts. These assignments and their due dates can be found on the Coursetools site, and class participants are to submit their papers to that site for subsequent grading.

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.

100-98 A+ 85-83 B
97-94 A 82-79 13
93-90 A- 78-75 C+
89-86 B+ 74-70 C