

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 540 General Topics in Social Work:
Seminar on International Social Welfare and Sustainability
Spring, 2003**

Section 77761
6:30 - 9:10 p.m. Thursday
Room 209 Henson Hall
Office Hours: Mon. 11 a.m. - noon
(others by appt.)

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the CSW MSSW Handbook (www.csw.utk.edu).

The Honor Statement

"An essential feature of The University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity" (*Hilltopics* 2002-2003).

Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 423-974-6087. This will ensure that you are properly registered for services.

Course Description

This elective course orients students to concepts and practice issues regarding social welfare in a global context. Students review and apply conceptual frameworks, such as those based on human rights, social development, and sustainable development, to a range of global social problems. Students use these frameworks and an ecological perspective to compare the dimensions of, and interventions used in response to, social problems in the United States and other countries, with particular attention to vulnerable populations. An ecological perspective is integrated into the course in two ways. First, students examine the dimensions of social problems (e.g., poverty, health care, child-well-being, food security, violence) using local, national, and international comparisons. Second, students identify, describe, assess, and compare practice methods (e.g., interventions with individuals and families, groups, organizations, communities, policies) used to address a given social problem in different nations. The course prepares students to use professional knowledge, values, and skills in practice in interdisciplinary collaboration with international populations and communities, whether in work with immigrant individuals, families, groups and populations in the United States, with international social welfare organizations, or on-site work in other countries.

Course Rationale

Social workers and other proponents of social welfare and sustainability in the United States encounter many situations that require knowledge and skills in regard to the effects of global interdependence on individuals, families, organizations, and communities. In an era of shifting population demographics and other social, economic, and environmental dynamics of globalization, practitioners must be aware of and able to respond competently in their daily practice when engaged with, for example, family wage earners who lose jobs when employers move overseas, refugees and other immigrants relocating

into new communities, or international adoptions. Social services and efforts to promote social change can be enhanced domestically and internationally by the comparative analysis of shared social problems and the programs and policies used to address them. Students' ability to think critically and creatively about addressing social problems, domestically and internationally, is augmented by knowledge about internationally oriented perspectives and social welfare organizations, as is students' knowledge about opportunities to practice in international social welfare settings.

Course Objectives

By the end of the course, students will demonstrate (through, for example, examinations, assignments, activities, discussion) the ability to:

1. Define several frameworks for conceptualizing international social welfare practice (e.g., social development, sustainable development, globalization, human rights) and apply knowledge about the frameworks to efforts to ameliorate problems such as poverty, violence, poor health and environmental degradation.
2. Apply knowledge about ecological perspectives to practice assessments and interventions across local, national, and international geopolitical boundaries.
3. Identify and apply assessment skills to issues of cultural competence; diversity; social, economic, and environmental justice; oppression; human rights; and professional ethics in the context of work with international populations.
4. Describe and assess the roles and functions of key international governmental, nongovernmental/civil society organizations, and international conventions in promoting social welfare and sustainability.
5. Identify resources for international practice and employment opportunities.
6. Develop skills in using computer-based technological tools for professional practice in an international context.

Course Format and Assignments

The course will operate in a graduate seminar format with a high level of student responsibility for engaging in weekly discussions of the readings and other presented material. Format will include lectures, guest presenters, class discussions and exercises, student presentations, and videotapes.

Course assignments are designed to build and synthesize critical thinking, knowledge and skills over the course of the semester. Late assignments will be marked down. Requests for exceptions should be discussed with the instructor at least the day before an assignment is due. Please note that there will be, **WITH NO EXCEPTION**, no late assignments excused because of computer or printer problems. Written materials are to be word processed and double-spaced. APA format should be used unless otherwise specified by the instructor.

Students will be evaluated in four areas:

Preparation for and participation in class	20%
Convention/Declaration brief	20%
International practice opportunity portfolio	20%
Global issue paper	40%

Convention/Declaration Brief (20%)

Each student will select one United Nations conference or other international negotiation, held in the last three decades (e.g., 1992 UN Conference on Environment and Development, 1994 International Conference on Population and Development, 1995 World Conference on Women, 1996 Conference on Human Settlements), that has led to major international agreements or guidance documents. In a maximum of three (text over three pages will not be read) single-spaced pages: 1) provide a concise description of the purpose, location, attendance, and major results of the conference, 2) identify and summarize major documents (conventions, declarations) that derived from the conference, 3) provide an update regarding major follow-up activity or evaluations, and 4) assess major points of relevance to social welfare and sustainability practices in East Tennessee.

Provide references for the three-page brief (APA style). For the five most informative references, provide concise annotations (two to three sentences). References should include an electronic copy of book marked websites that link to information about your selected conference/convention/declaration.

Students will provide conference briefs to classmates and, time permitting, each student will give a short in-class briefing about his/her selected conference. In class on Week 4, students will identify preferred topics for the brief and final selections will be made. Final selections may be negotiated in the event that more than one student prefers the same topic. This assignment is due at the beginning of class, Week 7.

International Practice Opportunity Portfolio (20%)

Each student will identify six organizations that address an international social issue, problem, or area of practice that is of interest. The issue analyzed for the global issue paper assignment may be used or a different issue, problem, or practice area may be selected. Develop a loose-leaf, hole-punched portfolio that includes for each organization 1) programmatic information (e.g., contact information, mission, programs, geopolitical scope of service), 2) potential employment, internship, fellowship, or volunteer opportunities, 3) examples of position descriptions, and 4) a brief statement about collateral contacts' opinions about the reputation of the organization in terms of service delivery and employee-opportunity.

Each student will provide an electronic copy of bookmarks for Internet websites (e.g., the organizations' websites) developed for the assignment and, for distribution to classmates, a concise (1-2 page maximum) annotated list of your portfolio organizations that summarizes contact information, organizational mission, social issues addressed, and potential practice opportunities. If time permits, each student (or a random set of students) will give a short in-class summary of the practice opportunity findings represented in the portfolio. The portfolio is due at the beginning of the last class, Week 12.

Issue/Practice Paper (40%)

Each student will identify an international issue or problem of interest and develop a 15 – 20 page (maximum) paper that addresses the following content. Resources that will help in the development and research of the paper will be discussed over the course of the seminar.

- I. Global dimensions
 - A. A concise statement of the issue or problem.
 - B. Background information about the global dimensions of the problem and its relevance to social welfare and sustainability. Include content on the relationship of the problem to diversity and to vulnerable populations.
 - C. A discussion and assessment of the problem using a human rights, social development, or sustainable development perspective.
- II. Cross-national comparisons
 - A. Identification and summary description of one or two countries, in addition to the United States, in which you explore further the dimensions of the problem.
 - B. Background information about the dimensions of the problem in your selected countries.
 - C. A comparative discussion of types of interventions and strategies used (e.g., direct practice approaches, organizing, policy practice) to address the problem in your selected countries.
 - D. Identification of governmental and CSO/NGO organizations addressing the problem in these countries. Discuss organizational successes, limitations, failures, and challenges in regard to their problem-solving efforts. Include where available website information about such organizations.
- III Reflections on applicability to local practice.
 - A. Summarize the major similarities and differences in the approaches used in your selected countries to address the problem.
 - B. Discuss the applicability of 1) approaches used in other countries that you think would be useful in local interventions here regarding the problem and 2) approaches used here to address the problem that you think would be useful in your comparative countr(ies).

Use at least 15 references, eight of which should come from peer-reviewed journals. The paper will be assessed for writing, organization, and integration of course content. Use American Psychological Association (APA) format. The bibliography and any appendices you may attach are not part of the body or text of the paper. Please note that text beyond the 20-page maximum will not be read.

Each student will submit a 1 page (ungraded) preliminary identification of the issue paper by the beginning of class Week 4.

Each student will present his/her paper (15-20 minutes plus discussion; your choice of format (visuals and handouts encouraged) to the class during Week 11 or 12.

The final paper may be handed in following the in-class presentation but are due at the beginning of class Week 15.

The grading scale used for the course is:

94 - 100.0	A
90 - 93.9	B+
83 - 89.9	B
79 - 82.9	C+
73 - 78.9	C
67 - 72.9	D
< 67.9	F

Course Expectations

Regular and on-time class attendance is considered professional behavior. Students are expected to discuss absences in advance with the instructor. More than 2 unexcused absences or tardiness may result in the markdown of the final grade by one or more grade levels (e.g. A to B+. etc.). Students are expected to complete and think about assigned readings for preparation for each class section, participate in class discussions and activities using class readings and field and life experience, complete all assignments on time, and enjoy some of the learning at least some of the time.

Course Texts:

Required:

Healy, L.M. (2001). *International Social Work: Professional Action in an Interdependent World*. New York: Oxford University Press.

Recommended:

Midgley, J. (1995). *Social Development: The Development Perspective in Social Welfare*. Thousand Oaks, CA: Sage.

Hoff, M.D. (1998). *Sustainable community development: Studies in economic, and environmental, and cultural revitalization*. Boca Raton: Lewis Publishers.

Additional Readings:

Required and optional readings are on reserve at Hodges Library or are at Internet website identified for each week's readings. Additional reading materials may be distributed during class sessions.

Course Outline

(*required readings are astericked****)

I. THEORETICAL CONCEPTS AND ORGANIZATIONAL STRUCTURES

Week 1 Jan. 16. Introduction to International Perspectives and Concepts. Introduction to international perspectives, practices, and key concepts (e.g., globalization, rights and justice, sustainability); review of syllabus; preparation for assignments.

Readings:

***Universal Declaration of Human Rights [<http://www.un.org/Overview/rights.html>]

***Key Concepts Handout

Weeks 2 - 3 Theoretical Frameworks and Practical Applications: International Social Welfare and Sustainability. Conceptual frameworks: human rights, social development, sustainable development, ecological perspective.

Week 2 January 23

Readings:

- ***Healy, L.M. (2001). Ch. 5, Global interdependence and social work (pp. 105-125) in *International Social Work: Professional Action in an Interdependent World*. New York: Oxford University Press.
- ***United Nations. (Basic Facts about the United Nations: Human Rights [<http://www.un.org/aboutun/basicfacts/hrights.htm>])
- ***Midgley, J. (1995). Introduction (pp. 1-11), Ch. 1, A definition of social development (pp. 12-36), Ch. 4, Strategies for social development (pp. 102-138), *Social Development: The Development Perspective in Social Welfare*. Thousand Oaks, CA: Sage.
- ***Rogge, M.E. (2001). Social development and the ecological tradition. *Social Development Issues*, 23:1.
- *** Hart, M. (1998-2000). Sustainable Measures: "What is Sustainability, Anyway?" (follow the forward arrows in this section) [<http://www.sustainablemeasures.com>]

Week 3 January 30.

Human conditions, globalization, tools for sustainability

Readings:

- ***McKeown, R. (2001). Education policy and gender issues: A sustainability perspective. Forthcoming in *Encyclopedia of Earth Support Systems*.
- ***McKeown, R. *Education for Sustainable Development Tool Kit* [<http://www.esdtoolkit.org/>]
- ***Link, R.J., Ramanathan, C.S., & Asamoah, Y. (1999). Understanding the human condition and human behavior in a global era. In C.S. Ramanathan & R.J. Link (Eds.). *All our Futures: Principles & Resources for Social Work Practice in a Global Era* (pp. 30-51). New York: Brooks/ Cole.
- ***Mayadas, N.S., & Elliott, D. (1999). Infusing global perspectives into social work practice. In C.S. Ramanathan & R.J. Link (Eds.). *All our Futures: Principles & Resources for Social Work Practice in a Global Era* (pp. 52-68). New York: Brooks/ Cole.

Week 4 Feb. 6 International Society, Economy, and Environment: The Role of Government. Structure, functions, programs of the United Nations, World Bank, International Monetary Fund, and others.

Guest Speaker: Dr. Cecelia Zanetta, UT Dept. of Urban and Regional Planning

Readings:

***Zanetta, C. (2001). The evolution of the World Bank's urban lending in Latin America: From sites and services to municipal reform and beyond. *Habitat International*, 25, 513-533.

***Selected United Nations websites

UN organizational chart [<http://www.un.org/aboutun/chart.html>];

Alphabetic Index of UN Websites [<http://www.unsystem.org/>]

UN Development Programme [<http://www.undp.org/>]

UNDP Human and World Development Reports [<http://www.undp.org/hdro/>]

UN Commission on Sustainable Development [<http://www.un.org/esa/sustdev/>]

UN Research Institute for Social Development [<http://www.unrisd.org/>]

***World Bank at: [<http://www.worldbank.org/>]

World Bank Group Development Indicators <http://www.worldbank.org/data/wdi/home.html>

***International Monetary Fund at: [<http://www.imf.org/>]

1 page preliminary outline of research paper due

Week 5 Feb. 13 International Conventions and Declarations. Intentions, processes, and outcomes of international conventions, treaties, declarations

Readings:

***Overview of Conventions and Declarations: Selected UN websites at [<http://www.un.org>]:

Chronology and action updates of conventions and treaties, convention documents including Declaration of Human Rights and Agenda 21, Summit for Social Development Ten Commitments)

***Kansouh-Habib, S. (1997). Sustainable human development: From concepts to programs. *Social Development Issues*, 19(213), 414-157.

***Murphy-Berman, V., Levesque, H., & Berman, J.J. (1996). U.N. Convention on the Rights of the Child: A cross-cultural view. *American Psychologist*, 51, 1257-61.

Preliminary identification of selected conventions and documents

Week 6 Feb. 20 International Society, Economy, and Environment: The Role of Civil Society and Non-Governmental Organizations. Orientation to international relief, development, and advocacy CSOs/NGOs

Guest speaker: to be announced

Readings:

***Healy, L. (2001). Ch. 6, International social welfare organizations and their functions (pp. 126-150), and Ch. 8, International relief and development practice (170-192), in *International Social Work: Professional Action in an Interdependent World*. New York: Oxford University Press.

***see also CSO/NGO/IGO links at:

PRAXIS website [<http://caster.ssw.upenn.edu/~restes/praxis.html>]

Idealist.org, Nonprofit Support Organizations: [<http://www.contact.org/support.html>]

Oxfam website [<http://www.oxfam.org/>]

II. GLOBAL SOCIAL PROBLEMS, PRACTICES, AND POLICIES

Week 7 Feb. 27 An Introduction to International Problems and Practices: Similarities, Differences, and Challenges.

Readings:

***Healy, L.M. (2001). Ch. 4, Social work around the world today (pp. 80-104); Ch. 7, Values and ethics for international professional action (pp. 151-169); Ch. 9. International/domestic practice interface (193-218), in *International Social Work: Professional Action in an Interdependent World*. New York: Oxford University Press.

***Pimentel, D., & Pimentel, M. (1998). Population growth, environmental resources, and the global availability of food. *Social Research*, 66(1), 417-428.

***Kilty, K.M. & de Haymes, M.V. (2000). Racism, nativism, and exclusion: Public policy, immigration, and the Latino experience in the United States. *Journal of Poverty*, 4(1/2), pp. 1-25.

Convention/Declaration Briefs due at the beginning of class

Selected student in-class briefings of conventions and documents as time permits

Week 8 March 6 A Sense of Security: Peace; Resource Competition; Social, Economic, and Environmental Justice. Economic, nutritional, physical safety, and environmental security.

Guest speakers: from the Oak Ridge Environmental Peace Alliance (OREPA) +

Videotape: *Stop the Bombs*. (2000). Oak Ridge Environmental Peace Alliance, Oak Ridge, TN. [<http://www.stopthebombs.org/>]

***Hoff, M.D. (in press). Effects of global warming on human cultural diversity. *Encyclopedia of Life Support Systems*. Oxford, UK: Baldwin House, EOLSS Publishers Co. Ltd., (in cooperation with UNESCO, Paris, France).

*** Interventions in large scale disasters: Natural, human-made, complex emergencies. See: International Federation of Red Cross and Red Crescent Societies [<http://www.ifrc.org/>]; The Sphere Project [<http://www.sphereproject.org/>]

Week 9 March 13. Globalization, Trade, and Labor. Globalization, justice, fair vs. free trade, grassroots organizing.

Guest Speakers: Kristi Disney, Tennessee Industrial Renewal Network (TIRN) and Amancio Alicante, Southern Migrant Legal Services.

***Disney, K. (forthcoming). Building a movement on both sides of the border: Tennessee workers organize for fair trade. *The Global Activist's Manual: 30 Ways to Change the World*. At United for A Fair Economy. At <http://www.ufenet.org/> (go to Global Roots, then Global Activist Manual <http://www.globalroots.net/>)

*** <http://www.tirn.org/>

*** www.forumsocialmundial.org.br

Week 10 March 20. Spring Break!

Week 11 March 27 Review of Seminar Student Selected Problems, Practices, and Policies

Seminar student paper presentations in-class

Week 12 April 3 Review of Seminar Student Selected Problems, Practices, and Policies (continued)

Seminar student paper presentations in-class

International Practice Opportunity Portfolios due beginning of class

III. PRACTICE APPLICATIONS AND OPPORTUNITIES

Week 13 April 10 Practice Approaches in the International Arena: From East Tennessee and Beyond and Back Again

Guest speaker panel to be announced (NGOs operating locally – globally)

Readings:

***Healy, L.M. (2001).Ch 3, International Professional Action: A Selective History (pp. 45-79), Ch 4, Social work around the world today (80-104), Ch 10, Understanding and influencing global policy (pp. 219-237) and Ch 12, Social work as a force for humane global change and development (pp. 260-280) in *International Social Work: Professional Action in an Interdependent World*. New York: Oxford University Press.

***International Federation of Social Workers website at: [<http://www.ifsw.org>]

***International Council on Social Welfare at [<http://www.icsw.org/>]

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Week 14 April 17 International Practice: Employment, Internships, and Volunteer Opportunities. Careers, internships, volunteer opportunities for international social welfare, sustainability, human rights work

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Guest speakers: to include Peace Corps representative and Kristin Colbert, Asst. Director, UT Career Services

Readings:

***The UT Center for International Education at [<http://web.utk.edu/~globe/>]

***UT Career Services at [<http://career.utk.edu>]

****Transitions Abroad Magazine* [<http://www.TransitionsAbroad.com/>]

***Handouts: Lemieux, C. (2000). “Social Work in the International Marketplace”; “Thoughts about Connecting to International Arena and Building International Social Work Interests”

Week 15 April 24 Inter-and Intra-Cultural Communication and Collaboration: Locating Similarities and Differences

Inter- and intra-cultural communication and collaboration: locating similarities and differences. Seminar student-generated guest invitations and discussion

Readings:

Readings and organizational websites will correspond to issues and countries of origin of guests

Global issue papers due at the beginning of class

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