

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW491 - Foreign Study – Topic: The Social Welfare System of South Africa**  
Spring 2006

**Interactive Classroom Instruction: Tuesdays 5:30-8:30**  
**South Africa: March 19-March 28**

**Instructors:**

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**Code of Conduct**

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

**The Honor Statement**

An essential feature of The University of Tennessee 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* 2005).

**Disability**

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 865-974-6087. This will ensure that you are properly registered for services.

**Course Description**

This course provides a learning experience that will familiarize students with South African social welfare policies and practices. The course will focus on the delivery of social welfare services to the diverse populations living in the new South Africa and the social context within which these programs and policies exist. Special emphasis will be placed on issues of HIV/AIDS, substance abuse, health care, and cultural aspects of service delivery.

**Course Rationale**

The purpose of this course is to deepen students' understanding of the rights and responsibilities of being a member of an increasingly global society and to promote cross-cultural learning. Social workers, regardless of practice setting, encounter the individuals and systems impacted by culture. In order to respond to the needs of individuals, families, groups, and communities effectively, it is essential that social workers understand the multicausal nature of the phenomenon of the person in the environment. This course is designed to provide students with the knowledge, skills, and sensitivity to cross cultural practice through a cross-cultural learning experience. This non-traditional teaching format is designed to further facilitate the development of cross-cultural skills and experience through short-term immersion in the culture.

## Course Objectives

By the end of the course, students will have acquired the following knowledge and skills:

1. To analyze of the sociopolitical-history of social welfare in South Africa;
2. To analyze of the social, economic and political forces that have shaped the development of social welfare systems in South Africa;
3. To analyze of the promotion of social justice and how this enhances the well being of people in historically oppressed groups;
4. To analyze of some of the major trends and issues in specific areas of social work practice in South Africa: HIV/AIDS, health care, substance abuse;
5. To analyze of the intercultural dynamics of the racial, ethnic and cultural groups and the impact on the social service delivery systems;
6. To recognize and critique policies and practices relevant to racial diversity, cultural diversity, gender differences and discrimination;
7. To compare and contrast the social welfare system in South Africa to the social welfare system of the United States.

## Enhancement of Learning Experience through International Travel

As with other classes, the primary learning format will be lectures, classroom exercises, and activities, which involve all students as active learners. While an understanding of international issues can be achieved through these methods alone, to truly develop an understanding of South African social services, the country must be experienced. It is through this enhancement that students will ultimately meet the objectives of the course.

## Assigned Texts

Mandela, N. (1995). Long Walk to Freedom. Bay Back Books.

Required readings on course outline will be made available electronically to the students to facilitate learning.

## COURSE OUTLINE-TENTATIVE

### 1-17      **ORIENTATION TO THE COURSE AND CROSS CULTURAL EXPERIENCES**

- Finalize payment schedule
- Discuss safety and health insurance issues
- Video: "*Safety and Study Abroad*"
- Discuss how to get a passport
- Discuss travel itinerary
- International student card
- Question and answer session
- Introduce students to discussion board regarding trip

1-24

## **INTRODUCTION TO SOUTH AFRICA**

Mandela, N. (1995). *Long Walk to Freedom*. Bay Back Books.

Bhorat, H. & Cassim, R. (2004). The challenge of growth, employment, and poverty in the South African economy since democracy: An exploratory review of selected issues. *Development Southern Africa*, 21,1, 7-31.

Midgley, J. (2001). South Africa: The challenge of social development. *International Journal of Social Welfare*, 10, 267-275.

Young, M.H. (1980). Social work under apartheid. *Social Work, July*, 309-313.

1-31

## **MODELS FOR CONCEPTUALIZING APPROACHES TO SOCIAL WELFARE POLICY AND PRACTICE IN SOUTH AFRICA**

Brown, M. & Neku, R.J. (2005). A historical review of the South African social welfare system and social work practitioners' views on its current status, *International Social Work*, 48,3, 301-312.

Noyoo, N. (2004). Human rights and social work in a transforming society. *International Social Work*, 47,3, 359-369.

Mazibuko, F. & Gray, M. (2004). Social work professional associations in South Africa. *International Social Work*, 47,1, 129-142.

Bak, M. (2004). Can development social welfare change an unfair world? The South African experience. *International Social Work*, 47,1, 81-94.

Petersen, I., Bhana, A. & McKay, M. (2005). Sexual violence and youth in South Africa: The need for community-based prevention interventions. *Child Abuse & Neglect*, 29, 1233-1248.

2-7

## **HISTORY AND DIVERSITY OF SOUTH AFRICA**

Sacco, T. & Hoffman, W. (2004). Seeking truth and reconciliation in South Africa: A social work contribution. *International Social Work*, 47,2, 157-167.

Strydom, H. & Raath, H. (2005). The psychosocial needs of adolescents affected by HIV/AIDS: A South African study. *International Social Work*, 48,5, 569-580.

Orten, J.D. (1988). Similarities and differences in the US and South African civil rights struggles. *Social Work, July-August*, 299-303.

2-14

## **ORIENTATION TO TRAVEL IN SOUTH AFRICA**

- Discuss safety and health issues and what to do in an emergency
- Finalize travel itinerary and meeting place
- Question and answer session

2-21

## **STUDENT PRESENTATIONS**

- 2-28            **STUDENT PRESENTATIONS**
- 3-19/28        **CULTURAL IMMERSION CAPE TOWN, SOUTH AFRICA**
- 4-11            REVIEW AND REFLECTION**  
Journals Due
- 4-25            **Report on Community Service Project Due**  
**(Graduate students only)**

### **ASSIGNMENTS & GRADING**

#### **Assignments for Undergraduates**

Presentations	30%
Discussion Board	20%
Travel Journal	40%
Class Participation	<u>10%</u>
	100%

#### **The grading scale for SW 491**

- A 90-100
- B+ 86-89
- B 80-85
- C+ 76-79
- C 70-75
- D 60-69
- F 59 and below

#### **Assignments for Graduates**

Presentation	30%
Discussion Board	20%
Travel Journal	30%
Class Participation	5%
Community Service Project	<u>15%</u>
	100%

#### **The grading scale for SW 540**

- A (95-100)
- B+ (90-94)
- B (85-89)
- C+ (80-84)
- C (70-79)
- F (69-Below)

## Attendance, Deadlines & Originality of Work

This course is taught as an experiential learning experience. Every student is expected to live as member of a group in South Africa, attend every class, attend every field trip, international activity, and class discussion. If you unable to attend class, please let one of us know in advance. An e-mail message or a message on voice mail is sufficient. As a member of the class, it is your responsibility to honor deadlines. If you cannot meet a deadline, please contact us and we can discuss an alternative plan. If you miss a deadline and don't notify one of us in advance, you will be penalized by one grade level.

All work must be referenced in APA format. The University of Tennessee is proud of its students' commitment to academic integrity and their pledge to abide by the Honor Statement found in [Hilltopics](#). I expect the assignments and paper that you submit to be your own intellectual work. The penalty for plagiarism in this course will be a failing grade. If you are unsure of how to reference an idea or a published work, please consult the APA stylebook or schedule time with me and we can discuss it. We are available to talk with you about your ideas, the concepts we cover in class and your projects.

### Additional Bibliography:

Ackermann, D. ( 1996 ) ' On Hearing and Lamenting: Faith and Truth Telling ' , in H. Botman and R. Peterson (eds) *To Remember and to Heal* , pp. 47 – 56 . Johannesburg : Human and Rousseau .

Adam, H. and K. Adam ( 2000 ) ' The Politics of Memory in Divided Societies ' , in W. James and L. van de Vijver (eds) *After the TRC: Reflections on Truth and Reconciliation in South Africa* , pp. 32 – 47 . Cape Town : David Philip Publishers .

Asmal, K. , L. Asmal and D. Roberts ( 1997 ) *Reconciliation Through Truth* . Cape Town : David Philip Publishers .

Biko, N. ( 2000 ) ' Amnesty and Denial ' , in C. Villa-Vicencio and W. Verwoerd (eds) *Looking Back Reaching Forward: Reflections on the Truth and Reconciliation Commission of South Africa* , pp. 193 – 198 . Cape Town : University of Cape Town Press .

Borraine, A. ( 2000 ) ' The Language of Potential ' , in W. James and L. van de Vijver (eds) *After the TRC: Reflections on Truth and Reconciliation in South Africa* , pp. 73 – 81 . Cape Town : David Philip Publishers .

Botman, H.R. ( 1996 ) ' Narrative Challenges in a Situation of Transition ' , in H. Botman and R. Peterson (eds) *To Remember and to Heal* , pp. 37 – 44 . Johannesburg : Human and Rousseau .

Budlender, D. (2000) 'Earnings Inequalities in South Africa 1995–1998', in *Measuring Poverty in South Africa*. Pretoria: Statistics South Africa .

Bundy, C. ( 2000 ) ' The Beast of the Past: History and the TRC ' , in W. James and L. van de Vijver (eds) *After the TRC: Reflections on Truth and Reconciliation in South Africa* , pp. 9 – 20 . Cape Town : David Philip Publishers

Cochran, M. (1992) 'Parent Empowerment: Developing a Conceptual Framework' , *Family Science Review* 5 (1, 2) (February, May): 3–21 .

Department of Welfare (1997) *White Paper For Social Welfare*. Government Gazette no. 18166. Pretoria.

Department of Welfare (1999a) Financing Policy for Developmental Social Welfare Services. Government Gazette no. 1988 (March). Pretoria .

Department of Welfare (1999b) Financing Welfare for Transformation and Development , A Guide to Department of Welfare Policy (September). Pretoria .

Doran, L. (1999) 'Eye of the Child "Isolabantwana" – a Community-based Child Protection Programme' , Social Work/Maatskaplike Werk 35(4): 396–399 .

Freire, P. (1978) Pedagogy in Progress: The Letters to Guinea-Bissau. New York: Seabury Press .

Gray, M. (1996) 'The Role of Social Workers in Developmental Social Welfare: Is There a Place for Them?' , Social Work Practice 2: 8–13 .

Gray, M. and C. van Rooyen (2000) 'Social Work Education in South Africa: Changing Contexts, Changing Content' , Social Work Africa 1(1): 19–26 .

Green, S. (1999) 'The Matrix of Social Work Practice: Implications for the Transformation of Social Work Education' , Social Work/Maatskaplike Werk 35(1): 29–38 .

Gunnarsen, G. (2001) 'Community Work and Community Independence', in 'Methods of Mobilization in Cape Town 1976–1984'. PhD thesis, Department of English, University of Copenhagen.

Jacques, G. (2000) 'The Baby and the Bath Water: The Dilemma of Modern Social Work in Africa' , Social Work/MaatskaplikeWerk 36(4): 361–376 .

Le Roux, A. (1998) 'The Challenge of Community Participation', in C. Barberton, M. Blake and H. Kotze (eds) Creating Action Space. Cape Town: IDASA, David Philip Publishers .

Lombard, A. (1996) 'Developmental Social Welfare in South Africa: A Theoretical Framework' , Social Work/Maatskaplike Werk 32(2): 162–172 .

Mamphiswana, D. and N. Noyoo (2000) 'Social Work Education in a Changing Socio-political and Economic Dispensation: Perspectives from South Africa' , International Social Work 43(1): 21–32 .

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

Midgley, J. (1997) 'Social Work and International Social Development', in M.C. Hokenstad and J. Midgley (eds) Issues in International Social Work. Washington, DC: NASW .

Osei-Hwedie, K. (1990) 'Social Work and the Question of Social Development in Africa' , Journal of Social Development in Africa 5(2): 87–99 .

Osei-Hwedie, K. (1993) 'The Challenge of Social Work in Africa: Starting the Indigenisation Process' , Journal of Social Development in Africa 8(1): 19–30 .

Patel, L. (1987) 'Towards a Critical Theory and Practice in Social Work with Special Reference to South Africa' , International Social Work 30: 221–236 .

Robinson, S. and L. Biersteker, eds (1997) First Call. The South African Children's Budget. Cape Town: IDASA .

Statistics South Africa (2000) Measuring Poverty in South Africa. Pretoria. Statistics South Africa : [www.statssa.gov.za](http://www.statssa.gov.za)

Terblanche, S. and L. Tshiwula (1996) 'Developmental Social Welfare and Developmental Social Work' , *Social Work Practice* 2: 18–24 .

Van Eeden, E.S., E.H. Ryke and I.C.M. De Necker (2000) 'The Welfare Function of the South African Government Before and After Apartheid' , *Social Work/ Maatskaplike Werk* 36(1): 1–25 .

Van Harte, E. and F. Lund (1990) *Community Work for Development and Change – Discussions with South African Community Workers*. Cape Town: University of the Western Cape, Institute for Social Development .