

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 546 – EVIDENCE-BASED
SOCIAL AND ECONOMIC DEVELOPMENT
PRACTICE ACROSS SYSTEMS
(3 credit hours)**

**2008-2009 ACADEMIC YEAR
FALL SEMESTER
Tuesdays, 5:30-8:30 pm**

**DR. MUAMMER CETINGOK
INSTRUCTOR**

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.

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 College of Social Work MSSW Handbook (www.utk.csw.edu)

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, 2008).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2222 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Course Description:

This is a required concentration course. An advanced course examining programmatic, national, and global issues related to social and economic development. Topics include history, philosophies, alternative approaches, and critical thinking about social and economic development, applied across multiple, at-risk and culturally diverse systems: individuals, families, groups, communities, organizations, nations, and the world. Students will develop knowledge and skills for assessing and planning ethically sound, evidence-based sustainable development interventions across systems and environments including micro-enterprise and asset-building, participatory change strategies, and other skills.

Course Rationale:

Social work professionals must be prepared to deal with issues related to social and economic development, social and economic justice, and cultural differences both domestically and internationally. In order to be effective in a world of globalization and internationalization practitioners must understand macro, social, and economic theories, as well as the consequences

of various forms of taxation as they relate to the distribution of wealth. Students must be able to identify and articulate issues related to social and economic development in a variety of environments, and must understand the implications of both the National Association of Social Workers Code of Ethics and the international codes of ethics. They must be able to identify and implement effective strategies of assessment and intervention, and to apply those in a variety of contexts, both domestic and international. They must understand and be able to utilize such techniques as micro-enterprise, individual and community empowerment, coalition building, cross-cultural communication, and asset building. They must become familiar with resource development strategies that are appropriate for both US and international projects.

Course Competencies:

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Evaluation of the history and philosophy of various theories and models of sustainable social and economic development practice (Practice c.3; Policy c.3) (Content: macro theories; organizational theory; economics, taxation, redistribution of wealth)
2. Identification of issues in social and economic development, including the digital divide, privatization of services, globalization and decentralization of decision-making, recognition and analysis of the inherent ethical dilemmas for sustainable development (Values/Ethics c.2; Practice c. 2) (Content: technology and its implications, privatization, International Code of Ethics, application of ethical principles in diverse settings)
3. Articulation of an evidenced-based approach to development, be able to perform community needs assessments, applying the steps of critical thinking, to focus on barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures to facilitate culturally relevant practice across systems (Research, c.3; Diversity, c.2; CT/EBP, c.1; Field, c.6) (Content: identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence, and the importance of difference in shaping life experience, application of critical thinking).
4. Evaluate, and apply to exemplars of national and international models of social and economic interventions to benefit client systems in the developed and developing world (Content: Policy c.3, Practice c.3) (Content: social work models in various countries, exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries).
5. Articulate the application of strategies that empower client systems through the use of networking, collaboration, community organizing, and participatory action research (Policy c.4) (Content: coalition-building, partnership development, cross-cultural communication, developing strategies to minimize resistance).
6. Identification of alternative approaches to social and economic development using democratic participatory approaches and empowerment oriented group decision-making

- models (Policy, c.2). (Content: brainstorming, nominal group technique)
7. Explication of skills for planning and implementing evidenced-based sustainable development strategies in conjunction with client systems, including participatory practice methods, capacity building, consciousness-raising and population education techniques (Practice c.3; SJ., c.1). (Content: micro enterprise development, asset building, wealth and inequality popular education exercise).
 8. Articulation of social change strategies that focus on local, nation and global populations-at-risk that promote social and economic justice, combat discrimination and oppression, and increase access to resources (Diversity, c. 3; SJ c. 1) (Content: Social and economic planning and intervention, asset building, identification of international sources of funding; advocating for basic human rights such as freedom, and social and economic resources for an adequate living standard).
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COURSE OUTLINE

COURSE REQUIREMENTS AND EXPECTATIONS

REQUIRED TEXT: MCMICHAEL, Philip David. (2007). *Development and Social Change: A Global Perspective*. 4th Ed. PINE FORGE PRESS.

Supplemental Reading: Social Development Issues journal

MAJOR COURSE COMPETENCY EVALUATION TOOLS (ASSIGNMENTS) USED FOR GRADING

Tool 1: Readings

You are required to read your textbook and at least two articles from each week's readings. You will abstract only two of these articles (in case you read more than two) for a total of 12 articles, and turn them in to me as attached to your exams.

Excluding the exam and individual presentation weeks, you are expected to turn in 6 article abstracts as attached to the mid-semester exam, and another six as attached to your end-of-semester exam.

You are also expected to read from other supplemental books and articles to be assigned by me during the semester.

Competencies: This assignment is an introductory effort for you to get exposed to all the competencies and related contents of the course in terms of their theoretical backgrounds. As

such, to re-emphasize and to repeat, you are to begin to meet the following competencies, in the same order as above.

Evaluation of the history and philosophy of various theories and models of sustainable social and economic development practice (Practice c.3; Policy c.3) (Content: macro theories; organizational theory; economics, taxation, redistribution of wealth)

Identification of issues in social and economic development, including the digital divide, privatization of services, globalization and decentralization of decision-making, recognition and analysis of the inherent ethical dilemmas for sustainable development (Values/Ethics c.2; Practice c. 2) (Content: technology and its implications, privatization, International Code of Ethics, application of ethical principles in diverse settings)

Articulation of an evidenced-based approach to development, be able to perform community needs assessments, applying the steps of critical thinking, to focus on barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures to facilitate culturally relevant practice across systems (Research, c.3; Diversity, c.2; CT/EBP, c.1; Field, c.6) (Content: identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence, and the importance of difference in shaping life experience, application of critical thinking).

Evaluate, and apply to exemplars of national and international models of social and economic interventions to benefit client systems in the developed and developing world (Content: Policy c.3, Practice c.3) (Content: social work models in various countries, exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries).

Articulate the application of strategies that empower client systems through the use of networking, collaboration, community organizing, and participatory action research (Policy c.4) (Content: coalition-building, partnership development, cross-cultural communication, developing strategies to minimize resistance).

Identification of alternative approaches to social and economic development using democratic participatory approaches and empowerment oriented group decision-making models (Policy, c.2). (Content: brainstorming, nominal group technique)

Explication of skills for planning and implementing evidenced-based sustainable development strategies in conjunction with client systems, including participatory practice methods, capacity building, consciousness-raising and population education techniques (Practice c.3; SJ., c.1). (Content: micro enterprise development, asset building, wealth and inequality popular education exercise).

Articulation of social change strategies that focus on local, nation and global populations-at-risk that promote social and economic justice, combat discrimination and oppression, and increase access to resources (Diversity, c. 3; SJ c. 1) (Content: Social and economic planning and intervention, asset building, identification of international sources of funding; advocating for

basic human rights such as freedom, and social and economic resources for an adequate living standard).

Rules for the reading assignment: Each of your abstracts will be graded on a 1-100 scale. All twelve abstracts will comprise 20 % of your course grade..

You are to share all of your readings in the class discussions and exercises. You are advised to read as regularly and comprehensively as possible.

Tool 2: Comparative analysis of a major social development program or policy

You will conduct, write and present an international comparative analysis of a major social development program or policy. You are expected to compare two countries one of which should be the U.S.

Competencies to be mastered through the completion of this multifaceted, written and oral presentation assignment are:

Identification of issues in social and economic development, including the digital divide, privatization of services, globalization and decentralization of decision-making, recognition and analysis of the inherent ethical dilemmas for sustainable development (Values/Ethics c.2; Practice c. 2) (Content: technology and its implications, privatization, International Code of Ethics, application of ethical principles in diverse settings)

Articulation of an evidenced-based approach to development, be able to perform community needs assessments, applying the steps of critical thinking, to focus on barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures to facilitate culturally relevant practice across systems (Research, c.3; Diversity, c.2; CT/EBP, c.1; Field, c.6) (Content: identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence, and the importance of difference in shaping life experience, application of critical thinking).

Evaluate, and apply to exemplars of national and international models of social and economic interventions to benefit client systems in the developed and developing world (Content: Policy c.3, Practice c.3) (Content: social work models in various countries, exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries).

Identification of alternative approaches to social and economic development using democratic participatory approaches and empowerment oriented group decision-making models (Policy, c.2). (Content: brainstorming, nominal group technique)

Articulation of social change strategies that focus on local, nation and global populations-at-risk

that promote social and economic justice, combat discrimination and oppression, and increase access to resources (Diversity, c. 3; SJ c. 1) (Content: Social and economic planning and intervention, asset building, identification of international sources of funding; advocating for basic human rights such as freedom, and social and economic resources for an adequate living standard).

The following outline of this assignment particularly speaks to the following contents derived from the above competencies:

technology and its implications, privatization, application of ethical principles in diverse settings;

identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence, and application of critical thinking;

exemplars of micro-enterprise, empowerment, alternative approaches to social and economic development in various settings and countries;

brainstorming;

social and economic planning and intervention, asset building, identification of international sources of funding;

advocating for basic human rights such as freedom, and social and economic resources for an adequate living standard.

Outline this paper and its presentation is given below:

a. State the comparative social development problem or policy you wish to address and introduce to the reader. Give a reasonable explanation why comparing this policy between the United States and the other country makes sense and adds to our understanding (20 points).

b. Name and briefly describe the second country you have chosen for comparative analysis? Why did you choose this country? (15 points)

c. Explain in adequate detail your policy analytic framework that you will use for the chosen social development program or policy. (e.g., Gilbert and Terrell model is one such framework with the questions of foundations and dimensions of choice. Please review Gilbert & Terrell text for this particular analytic model. [Gilbert, N. and Terrell, P. (2005). *Dimensions of social welfare policy*. (6th ed.). Boston: Allyn and Bacon.] (25 points)

(We will briefly discuss other analytic models for you to choose from.)

d. Analyze in depth the social development program or policy in the two countries. (25 points)

e. State the implications of your findings for both countries? (15 points)

Rules for the assignment: Both the paper and its presentation will be graded on a 0-100 scale. Paper will be worth 30 %, and the presentation 10%, total assignment accounting for a total of 40% of your course grade.

Your paper is **due on the 8th week (session)**.

This assignment must be typed, and double-spaced. Reference page at the end of the paper is part of the assignment. APA (American Psychological Association) manual is to be used. Make sure that your references are only the ones used in the text. References not used in writing will not be accepted and will reduce your assignment grade by half a point for each mistake made. References omitted will also reduce your grade by the same amount. Before you get started on your assignment, please also read an article of your choice on analyzing policies and comparative analyses to obtain general knowledge. However, the outline you are given above is the one to be used. Compliance with this outline is mandatory for this particular assignment.

I will permit your working in groups of two (only) on this assignment if you so desire and team up among yourselves and inform me of your groupings during the second semester. If you choose this option, all of the above requirements for this assignment will be applicable to both of you as group members.

Presentation of paper: You will be expected to first present your analysis (product) by providing a brief synopsis of what you have learned from your international comparative analysis assignment discussed above. Then, you will detail your analysis in accordance with the outline.

Presentations will be scheduled for the 13th and 14th weeks (sessions). If you choose the group option, requirements for the presentation will also be applicable to both of you as group members.

Tool 3: Exams

There are **two** exams. You will be given mid-term (in-class) and end-of-the-term (take-home) written examinations.

Exams test your competencies and contents in terms of their theoretical and practical meanings as discussed below:

Competencies and related contents to be covered by the questions and reflected by the answers in **the mid-term exam** are:

COMPETENCY: Evaluate the history and philosophy of various theories and models of sustainable social and economic development practice (Practice c.2, Policy, Human Behavior.)
CONTENTS: macro theories; organizational theory; economics, taxation, redistribution of wealth;

COMPETENCY: Be able to identify issues in social and economic development, including the digital divide, privatization of services, globalization and decentralization of decision-making, being able to recognize and analyze the inherent ethical dilemmas for sustainable development (Ethics, Social Justice.) *CONTENT: Technology and its implications, privatization, International Code of Ethics, application of ethical principles in diverse settings.*

COMPETENCY: Using an evidenced-based approach to development, be able to perform community needs assessments, applying the steps of critical thinking, to focus on barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures to facilitate culturally relevant practice across systems (Research, c.3; Diversity, c.2 EBP, c.1; Field, C.6.) *CONTENT: Content: Identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence*

COMPETENCY: Adapt and apply national and international models of social and economic interventions to benefit client systems in the developed and developing world (Policy c.3, Practice *CONTENT: Social work models in various countries, microenterprise, empowerment, alternative approaches to social and economic development in various settings and countries.*

Competencies and related contents to be covered by the questions and reflected by the answers in **the end-of-term exam** are:

COMPETENCY: Empower client systems through the use of networking, collaboration, community organizing, and participatory action research (policy c.4) *CONTENTS: Content: coalition-building, partnership development, cross-cultural communication, developing strategies to minimize resistance.*

COMPETENCY: Identify alternative approaches to social and economic development using democratic participatory approaches and empowerment oriented group decision-making models (policy, c.2). *CONTENTS: content: brainstorming, nominal group technique*

COMPETENCY: Develop skills in planning and implementing evidenced-based sustainable development strategies in conjunction with client systems, including participatory practice methods, capacity building, consciousness-raising and population education techniques (Practice c.3; S.J., c.1). *CONTENTS: content: micro enterprise development, asset building, wealth and inequality pop-ed(ucation) exercise.*

Rules for exams: Exam questions will be related to the above competencies and contents. Your required and supplemental textbook readings and the articles you have read and abstracted during the semester as well as the lecture notes, discussions, and your presentations as they will relate to the competencies and contents stated above will prepare you for these exams. (You will also submit your article abstracts, five abstracts per exam) to me together with your exams at the time you take them.)

Midterm exam is **due on the 7th week (session). End-of-term (semester) take-home exam is to be turned in during the first day of the end-of-semester EXAM WEEK.** Dates will be identified during the first class session.

Exams will be graded on a 0-100 scale. Each exam comprises 20 % of your course grade, for a total of 40 % of your total grade for both exams.

Make-up exams will not be given unless there is an emergency based on evidence.

ATTENDANCE RULES, GRADING PROCEDURES, AND OTHER GENERAL INSTRUCTIONS

Class Attendance: Although class attendance is not a requirement, I shall expect you to attend the sessions for the simple reason that they are "closely interrelated" and build upon each other. Please notify me in case of not being able to attend and keep a log of your absence. I may ask for a copy of this document in case I need it. School attendance is a major commitment and it should be honored. As my anecdotal observations have shown lack of attendance more than two sessions severely limits your success.

Grading: Your final grade will be computed as an average grade as follows:

Tests:	40% (Mid-term 20%- End-of-the-term 20%)
Written assignment:	30%
Presentation:	10%
Abstracts of your readings:	20%

The scale to be utilized for grading is given below. You must make at least an average grade of C to pass the course. (You should also note that your overall GPA for graduating from the MSSW program is "B.") No incompletes will be assigned unless there is an emergency, judged by the instructor as such.

Your written assignment and abstracts will be evaluated on the basis of their organization, clarity, internal consistency and flow of information. For both assignments you must make sure that you follow the outlines you are given.

Below 72.9	D
73 -77.9	C
78 -82.9	C+
83 -87.9	B
88 -93.9	B+
94 -100	A

General Instructions: Teaching / instructional tools will be lectures, presentations aided by PowerPoint and other technologies like transparencies, photocopies, etc., class discussions, and the Blackboard utility supported by computer hardware and software, projectors, college computer facility, and other tools deemed necessary during the course proceedings.

You are free to study either individually or in groups in the preparation of your assignments. However, you are asked to put the final products of all of your assignments on your own. You are not permitted to borrow or copy any information from any verbal and/or written source, including your classmates, and to present it as if it is your own product. Please read the honor code carefully. There are university and college codes associated with appropriate academic and intellectual behaviors.

You are asked to completely follow the instructions given for the production of each assignment. Failure to do so will result in the reduction of your grade for that particular assignment. Also, all assignments are to be completed and due on the dates specified. Late submission will not be accepted unless there is an emergency as judged by me. Again, all assignments are to be typed. Longhand will not be accepted.

You are free to have discussions with me anytime and as many times as you want in relation to any of your assignments and your progress in the course. I am usually at my office (Boling Center, Room W607) weekdays, 11:30 a.m. - 4:00 pm, outside of my class hours. If I am out, please leave a message. Appointments are encouraged. My office phone number is (901) 448-4479; front desk is 448-4463. You are also free to call me on my home line (901) 755-5032, in case of emergencies. For all collective written correspondence related to this course, I will use the WEB-based UTK Blackboard e-mail facility. Please familiarize yourselves with it as soon as possible. My e-mail address is: mcetingo@utk.edu

School's fax number, which could also be used to send documents to me, is: 448-4850.

I have posted my hours on the office door. You are very much encouraged to make appointments with me, ahead of time if possible, for me to fully attend to your time requests. I will also try to meet with you outside of office hours provided that your reasons and the circumstances warrant our meetings.

Finally, you are free to receive cell phone calls during class sessions (excluding exam sessions) only in case of emergencies. Please make alternate arrangements for exam sessions for unexpected and potential incoming emergency calls. Outgoing calls are not permitted. This policy should be used in good faith.

COURSE CALENDAR, COMPETENCY AND CONTENT, AND READINGS

The ultimate outcome we seek for is sustainable social development. Ultimately, this is “...shift(ing) from per capita gross national product to human well being”

[Mazumdar, K. (2000). Inter-country inequality in social indicators of development. *Social Indicators Research*, 49;3, 335-345.]

NOTES: 1) We have one session per week; WEEKS and sessions coincide for this semester.

2) All supplemental readings are equally valuable.

3) More supplemental readings will be added as the course is taught and further enhanced.

WEEKS (sessions) 1 - 3

COMPETENCY: Evaluate the history and philosophy of various theories and models of sustainable social and economic development practice (Practice c.2, Policy, Human Behavior.)

Be able to identify issues in social and economic development, including the digital divide, privatization of services, globalization and decentralization of decision-making, being able to recognize and analyze the inherent ethical dilemmas for sustainable development (Ethics, Social Justice.)

CONTENTS: *macro theories; organizational theory; economics, taxation, redistribution of wealth;*

technology and its implications, privatization, International Code of Ethics, application of ethical principles in diverse settings.

READINGS:

Text, Foreword and Preface to Fourth Edition, pp. viii-xvii.

A Timeline of Development and Globalism, Abbreviations, pp. xviii-xxv.

Chapter 1, Development and Globalization, pp. 1-22.

Chapter 2, Instituting the Development Project, pp. 25-54.

Chapter 3, The Development Project: International Relations, pp. 55-84.

Amoako, A.Y. (2005). The role of voluntary organizations in the care of the elderly in Norway. *Journal of Aging and Social Policy*, 17(1), 83-102.

Beach, W.M. & Ireland, P. (2003). Is privatizing Social Security good for women? In H.J. Karger, J. Midgley, and C.B. Brown, (Eds.), (2003). *Controversial issues in social policy*. Boston: Allyn and Bacon, 107-124.

Beverly, D.P. & McSweeney, E.A. (1987). *Social welfare & social justice*, Englewood Cliffs, N.J.: Prentice-Hall, Inc. Please review the first two chapters of this book for its conceptualization of social justice.

Carlson, B.A. (1999). (Ed.). *Social dimensions of economic development and productivity: inequality and social performance*. United Nations, Division of Production, Productivity, and Development, ECLAC.(poverty, education, health, and social security)

Caro,F.G., & Morris,R. (2002). Devolution and aging policy. *Journal of Aging and Social Policy*, 14(3/4), 1-14.

Cetingok, M. and Rogge, M. (2006). Democratic Models and Social Development. *Social Development Issues* , 28(3), 1-15.

International Code of Ethics <http://www.ifsw.org/en/p38000398.html>

Chung, -W. (2003). Fringe Benefits and Inequality in the Labor Market. *Economic Inquiry*, 41(3), 517-529.

David, G. (2000). From social development to transformation. *Social Development Issues*, 22(1), 9-14.

Deacon, B. (2000). *Globalization and Social Policy. Occasional Paper 5*. Geneva, Switzerland: United Nations Research Institute for Social Development. Geneva, Switzerland.

Deal, K.H., Hopkins, K.M., Fisher, L, & Hartin, J. (2007). Field practicum experiences of macro-oriented students: Are we doing them justice? *Administration in Social Work*, 31(4), 2007.

Ezell, M. (2001). *Advocacy in the human services*. Belmont: Brooks/Cole. Chs. 1-3, 7.

Figueira-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work*, 38(2), 179-188.

- Fisher, R. (1995). Political social work. *Journal of Social Work Education*, 31(2): 194-203.
- Freeman, I.C. (2004). Advocacy in aging policy: Working the bills on capital hill. *Generations*, 28(1), 41-47.
- Ganguli, I. & Terrell, K. (2006). Institutions, markets and men's and women's wage inequality: Evidence from Ukraine, *Journal of Comparative Economics*, 34(2), 200-227.
- Gustafsson, B. & Li, S. (2001). The anatomy of rising earnings inequality in urban China. *Journal of Comparative Economics*, 29 (1), 118-135.
- NASW Code of Ethics <http://www.csw.utk.edu>
- Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work*, 49 (4), 595-604.
- Haynes, K.S. (1998). The one-hundred-year debate: Social reform versus individual treatment. *Social Work*, 43(6), 501-511.
- Haynes, K.S. & Mickelson, J.S. (1997). *Affecting change: Social workers in the political arena*, (3rd ed). Influence through organizing others; Monitoring the bureaucracy; Social workers as politicians.
- Jansson, B. (2003). *Becoming an effective policy advocate: From policy practice to social justice*, (4rd Ed.) Pacific Grove,
- Julia, M. (2001). Social development and the feminist tradition. *Social Development Issues*, 23(1), 14-25.
- Lin, S. (2005). Excessive Government Fee Collection in China. *Contemporary Economic Policy*, 23 (1), 91-106.
- Livermore, M. (2001). Populism and communitarianism in social development. *Social Development Issues*, 23(1), 25-31.
- Lynn, L.E. Jr. (2002). Social services and the state: the public appropriation of private charity. *Social Service Review*, 76(1), 58-82.
- Mayadas, N.S., Elliot, D. (2001). Psychosocial approaches, social work and social development. *Social Development Issues*, 23(1), 5-13.
- Meyer. M. (2007). Globalization and social work education: evaluation of student learning in a macro practice class. *Social Work in Education: The International Journal*, 26(3): 247-260.

- Midgley, J. (2001). Introduction to the special issue: Conceptual traditions and social development. *Social Development Issues*, 23(1), 2-4.
- Midgley, J. (1995). *Social development: The Developmental Perspective in Social Welfare*. Thousand Oaks, California: Sage.p.25.
- Midgley, J. & Livermore, M. (1998). Social capital and local economic development: Implications for community social work practice. *Journal of Community Practice*, 5(2), 29-40.
- Midgley, J. (1999). Social development in social work: Learning from global dialogue. In C.S. Ramanathan & R.J. Link (eds). *All our futures: Principles and resources for social work practice in a global era*. 193-205. New York: Wadsworth.
- Miner, E.J. & Jacobsen, M. (1990). Coalition building in human services: Enhancing rural identity in the shadow of the big apple. *Human Services in the Rural Environment*, 14(1), 5-9.
- Murray, S.F., & Elston, M.A. (2005). The promotion of private health insurance and its implications for the social organisation of healthcare: a case study of private sector obstetric practice in Chile. *Sociology of Health and Illness*, 27 (6): 701-721.
- National Association of Social Workers. *Code of ethics*. <http://www.csw.utk.edu>
- Podkaminer, L. (2003). A note on the evolution of inequality in Poland, 1992-99. *Cambridge Journal of Economics*, 27 (5), 755-768.
- Robalino, D.A. & Warr, P.G. (2006). Poverty reduction through fiscal restructuring: An application to Thailand. *Journal of the Asia Pacific Economy*, 11(3), 249-267.
- Rogge, M. (2001). Social development and the ecological tradition. *Social Development Issues*, 23(1), 32-40.
- Torras, M. (2005). Income and power inequality as determinants of environmental and health outcomes: Some findings. *Social Science Quarterly*, 86(5), 1354-1376.
- United Nations. (2005). The inequality predicament. *DESA News*, 9(5), <http://www.un.org/esa/desa/desaNews/desa95.html>
- United Nations. (2006). *Draft outcome by the bureau. The Commission for Social Development*. Retrieved March 14, 2007, from http://un.org/esa/socdev/csd/csod2006/documents/drft_outco (social development directives).

United Nations (2007). *Millennium Development Goals*. Retrieved May 17, 2007, from: [www.un.org/millennium goals](http://www.un.org/millennium_goals)

World Bank Group. (2004). *Income inequality*. Retrieved March 14, 2007, from <http://www.worldbank.org/depweb/english/beyond/global/chapter5.htm>

World Bank Group. (2005). *05 World view: Goals, targets, and indicators*. Retrieved March 14, 2007, from http://devdata.worldbank.org/wdi2005/section1_2htm (indicators).

Wolff, E.N. (2001). The rich get richer- and why the poor don't. *American Prospect*, 12 (3), 15-17.

Also, review the web page on sustainable social development:
<http://www.sustdev.org/index.php>

Furthermore, explore the following web pages:
<http://www.kornet.org/empower>
<http://www.ssw.upenn.edu>

WEEKS (sessions) 4 - 5

COMPETENCY: Using an evidenced-based approach to development, be able to perform community needs assessments, applying the steps of critical thinking, to focus on barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures to facilitate culturally relevant practice across systems (Research, c.3; Diversity, c.2 EBP, c.1; Field, C.6.)

CONTENTS: *Content: Identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence*

READINGS:

Text, Chapter 4, Globalizing National Economy, pp. 87-116
Chapter 5, Demise of the Third World, pp. 117- 145.

Breton, M (2002). Empowerment practice in Canada and the United States: restoring policy issues at the center of social work. *The Social Policy Journal*, 1(1), 19-34.

Lind, A. (2004). Legislating the family: heterosexist bias in social welfare policy frameworks. *Journal of Sociology and Social Welfare*, 31(4), 21-35.

Pandey, S, Zhan, M. & Collier-Tenison, S. (2004). Families' experience with welfare reform on reservations in Arizona. *Social Work Research*, 28(2), 93-103.

- Shankar, J. & Collyer, F. (2004). Welfare reform and its impact on the employment prospects of individuals with psychiatric disabilities. *Journal of Social Work in Disability and Rehabilitation*, 3(4), 19-44.
- Stewart, W.F. (2001). Social work empowerment: Race, gender, and class factors. *Race, Gender, and Class*, 7(4), 91-98.
- Torres-Gil, F., & Moga, K.B. (2002). Multiculturalism, social policy and the new aging. *Journal of Gerontological Social Work*, 36(3/4), 13-32.
- Uehara et al., (1996). Toward a value-based approach to multicultural social work research. *Social Work*, 41 (6), 613-622.

WEEK (session) 6

COMPETENCY: Adapt and apply national and international models of social and economic interventions to benefit client systems in the developed and developing world (Policy c.3, Practice

CONTENTS:) *Content: Social work models in various countries, microenterprise, empowerment, alternative approaches to social and economic development in various settings and countries.*

READINGS:

- Text, Chapter 6, Instituting the Globalization Project, pp. 149- 190.
Chapter 7, The Globalization Project in Practice, pp. 191- 228.
- Amoako, A.Y. (2005). The role of voluntary organizations in the care of the elderly in Norway. *Journal of Aging and Social Policy*, 17(1), 83-102.
- Cetingok, M & Rogge, M. (2001). Turkey's Southeast Anatolia Project (GAP), environmental justice, and the role of social work, *Social Development Issues*, 23(3), 12-17.
- Cox, E. O. (2001). Community practice issues in the 21st century: Questions and challenges for empowerment-oriented practitioners. *Journal of Community Practice*, 9(1), 37-55.
- Martinez, B.E. and Gualda, E. (2006). US/Spanish comparisons on temporary immigrant workers: Implications for policy development and community practice. *European Journal of Social Work*, 9(1), 59-84.

Scanlon, E. & Harding, S. (2005). Social work and labor unions. *Journal of Community Practice*, 13(1).

Simon. *The Empowerment Tradition*. Glance through the book and read Chs. 7-8, "Recent Practice: Context and Influences, 1945-1994;"; "Recent Visions of Empowerment Practice, 1945-1994."

Weil & Gamble (1995) Community Practice Models

Xu, Q., Gao, J., & Yan, M.C. (2005). Community centers in urban China: Context, development, and limitations. *Journal of Community Practice*, 13(3), 73-90.
<http://www>.

WEEK (session) 7 - Mid term exam (All readings, lectures, and discussions to date) (abstracts are to be attached)

WEEK (session) 8

COMPETENCY: Empower client systems through the use of networking, collaboration, community organizing, and participatory action research (policy c.4)

CONTENTS: *Content: coalition-building, partnership development, cross-cultural communication, developing strategies to minimize resistance.*

READINGS:

Text, Chapter 8, Global Development and Its Countermovements, pp. 231- 272.

Finn, J.L. (2005). La Victoria: Claiming memory, history, and justice in a Santiago poblacion. *Journal of Community Practice*, 13(3), 9-31.

Haynes, K.S. & Mickelson, J.S. (2006). *Affecting change: Social workers in the political arena*. 6th ed. Boston: Pearson.

Miner, E.J. & Jacobsen, M. (1990). Coalition building in human services: Enhancing rural identity in the shadow of the big apple. *Human Services in the Rural Environment*, 14(1), 5-9.

Rivera, Erlich & Zippay (1994). Should Today's community organizer use the tactics handed down from earlier generations?

Shillington, Dotson & Faulkner (1994). Should only African-American community organizers work in African American neighborhoods? In M. Austin and J. Lowe (eds.) Controversial Issues in communities and Organizations. Mass: Allyn and Bacon.

Waysman, M. & Savarya, R. (2004). Coalition-based social change initiatives: Conceptualization of a model and assessment of its generalizability. *Journal of Community Practice*, 12(1/2), 123-143.

WEEK (session) 9

COMPETENCY: Identify alternative approaches to social and economic development using democratic participatory approaches and empowerment oriented group decision-making models (policy, c.2).

CONTENTS: *content: brainstorming, nominal group technique*

READINGS:

Text, Chapter 9, Development for What? pp, 273- 291.
Glossary/Index, pp. 331-337.

Bakalinsky, R. (1995). The small group in community organization practice. In J. Rothman, J.L. Erlich, & J.E. Tropman (Ed.), Strategies of community intervention (pp. 140-146). Itasca, IL:F.E. Peacock Publishers, Inc.

Castelloe, P., Watson, T. & White, C. (2002). Participatory change: An integrative approach. Journal of Community Practice, 10 (4), 1-32.

Dyer, W.G. (1987). Team Building: Issues and Alternatives. Second Edition. Reading, Massachusetts: Addison-Wesley. pp. 7-20, and 97-109.

Hellriegel, D., Slocum, J.W., Woodman, R.W. (1986). Dynamics within Groups. In Organizational Behavior. (pp. 234-271). Fourth Edition. St. Paul, Minnesota: West Publishing Company.

Krueger, R.A. (1994). Focus Groups: A practical guide for applied research. Thousand Oaks, Ca: Sage.

Loewenberg, F. & Dolgoff, R. (1995). Guides to making decisions. In J.E.Tropman, J.L. Erlich & J. Rothman (Eds.), Tactics and techniques of community intervention (pp. 370-386). Itasca, IL: F.E. Peacock Publishers, Inc.

Moore, C. (1987). Group Techniques for Idea Building. Newbury Park: Sage Publications, Chs_1-3, Introduction; nominal_group_technique; Ideawriting.

Tropman, J.E. & Morningstar, G. (1995). The effective meeting: How to achieve high-quality decisions. In J.E. Tropman, J.L. Erlich & J. Rothman (Eds.), *Tactics and techniques of community intervention* (pp. 412-426). Itasca, IL: F.E. Peacock Publishers, Inc.

Waysman, M. & Savarya, R. (2004). Coalition-based social change initiatives: Conceptualization of a model and assessment of its generalizability. *Journal of Community Practice*, 12(1/2), 123-143.

WEEK (session) 10

COMPETENCY: Develop skills in planning and implementing evidenced-based sustainable development strategies in conjunction with client systems, including participatory practice methods, capacity building, consciousness-raising and population education techniques (Practice c.3; S.J., c.1).

CONTENTS: *content: micro enterprise development, asset building, wealth and inequality pop-ed(ucation) exercise.*

READINGS:

Text, Re-read Chapter 8, Global Development and Its Countermovements, pp. 231- 272.
Re-read Chapter 9, Development for What? pp, 273- 291.

Datta, S. & Varalakshmi, V. (1999). Decentralization: An effective method of financial management at the grassroots (evidence from India). *Sustainable Development*, 7(3), 113-120.

Golombek, , S.B. (2006). Children as citizens. *Journal of Community Practice*, 14(1/2), 11-30.

Homan, M. (2004). Powerful planning. In *Promoting community change: Making it happen in the real world*. (3rd Ed.). Belmont, California: Brooks/Cole-Thompson Learning (pp. 204-231). (Note: 1994 edition of this book could also be used for this reading: pp. 154-177).

Page-Adams, D. & Sherraden, M. (1997). Asset-building as a community revitalization strategy. *Social Work*, 42(5): 423-434.

WEEKS (sessions) 11 - 12

COMPETENCY: Develop social change strategies that focus on local, nation and global populations-at-risk that promote social and economic justice, combat discrimination and oppression, and increase access to resources (S.J., c.2)

CONTENTS: *Content: Social and economic planning and intervention, asset building, identification of international sources of funding.*

READINGS:

Text, Glance through all 9 chapters of the text.

Finn, J.L. (2005). La Victoria: Claiming memory, history, and justice in a Santiago poblacion. *Journal of Community Practice*, 13(3), 9-31.

Rose, S.M. (2000). Reflections on Empowerment-Based Practice. *Social Work*, 45(5), 403-412.

Xu, Q., Gao, J., & Yan, M.C. (2005). Community centers in urban China: Context, development, and limitations. *Journal of Community Practice*, 13(3), 73-90.

WEEKS (sessions) 13- 14

COMPETENCY: All course competencies considered.

CONTENTS: Presentations of written assignments

READINGS: All readings to date

SEMESTER EXAM WEEK (End-of-term take home exam due; abstracts are to be attached.)

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