

UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 512 Social, Economic, and Political Environments
(2 credit hours)

2009-2010 ACADEMIC YEAR
FALL Semester
Tuesdays- 1:30-3:30pm

MUAMMER CETINGOK, PH.D.
INSTRUCTOR
901-448-4479
mcetingo@utk.edu

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).

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*, 2009).

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 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This course is a required foundation course. Examines the profound influences on and critical interfaces of client systems with the world in which we live. Incorporates local to international information about social, economic, and political trends and innovations, and about effects of social problems, injustice, and power on client systems and on social change and service delivery systems. The course pays special attention to the process of devolution and globalization and the influence of these economic and political forces on the distribution of resources. International comparative social patterns are analyzed to understand economic justice from a national and international perspective. The history of the social and political environment, both nationally and abroad, are considered to enhance students' understanding of how political decisions shape the social welfare arena in which we practice.

Course Rationale

The Social, Economic, and Political environment course provides a foundation for understanding the interconnectedness of various economic, social, and political theories and systems that influence oppression and social injustice, and the challenge of social workers to change oppressive social systems. Social work students, therefore, must understand and critically

analyze local, national, and international interconnectedness of macro level social arrangements and how these arrangements may result in structural oppression, discrimination, and social injustice. Students require evidence-based knowledge in preparation for culturally competent practice in work with multicultural client systems, organizations, agencies, and communities.

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. Trace the history and trends of the economic and political system in the United States that affect how the U.S. welfare system is constructed. (Practice-F.1; Values/ethics-F. 1; Pops at-risk & SJ-F.2; Policy- F.1). *(content: define the political economy and the relationship with social welfare; identify the historic trends in economic theory and the changes in political ideology over time (e.g. supply side economics and neo-liberal/conservative movements; utilize information technology to analyze economic and political trends).*
2. Describe the political process in the United States, and how power, and influence prevent or promote social and economic justice within and across multicultural populations. (Policy-F.7; Pops at-risk & SJ- F.2, F.3; Practice-F.8; Diversity-F6). *(content: how interest group politics influence the political process; understanding the political system; global hegemony, first and third world economic issues and immigration; structural inequality; distributive justice).*
3. Use social and economic justice as a basis for analyzing the effects of social, economic, and political trends and the resultant interactions between individual, families, groups, organizations and communities. (Values/ethics-F.1; Pops at-risk & SJ-F.4, 5; Policy- F.1, F.7, CT/EBP- F.4). *(content: the influence of values of the dominant culture of societal choices in economic and political systems and the profession; privilege; the differential effect on client systems, communities, and organizations of tax systems and benefits).*
4. Connect economic and political decisions to peoples' access to resources, locally, nationally, and internationally, and recognize the ethical dilemmas inherent in lacking resources. (Pops at-risk & SJ-F.3, F.4; Values/ethics-F.1, F.2, F.3, F.4).*(content: tax system; economic, distributive justice; disparities in health and welfare; devolution of resources and services; corporate welfare; poverty gap and income/wealth inequality; use information technology to analyze access to resources).*
5. Analyze and compare national and international social, economic and political conditions using existing available statistics to identify differences in societies' access to resources.(CT/EBP-F.3; Pops at-risk & SJ-F.3; Policy-F.7; Research-F.1). *(content: use existing national statistics to compare social welfare and access across states; use international comparative literature to assess differences across countries in social welfare policies and practices; use information technology to identify disparities in access to resources).*
6. Analyze client systems and the relationships of power among individuals, families, groups, organizations, communities and societies, using theories of empowerment, participatory change, conscientization, and social construction to understand the relationships of power and advantage

in society, recognizing the role of social worker as learner and engaging client systems as experts of their own experience. (Pops at-risk & SJ-F.2, F.3). (*content: theories of empowerment, social construction, popular education, and participatory change in the context of group/population membership; how groups attain powers*).

COURSE OUTLINE

COURSE FORMAT AND ASSIGNMENTS:

The course will include lectures by the instructor, class discussions, exercises, and student presentations, all supported by advanced technology and teaching aids including the WEB-assisted (Online and Blackboard, etc), computer-supported (power-point, telecommunications-enhanced techniques (e-mail, chats, discussion boards, etc), and other (transparencies, overhead projectors, electronic copies, etc.) teaching aids deemed appropriate by the instructor.

COURSE TEXTS:

Required:

McMichael, P. (2008). *Development and Social Change: A Global Perspective*. (4th ed.). Los Angeles, California: Pine Forge Press.

COURSE REQUIREMENTS

This is a two-credit/hour course. As graduate students, you are required to complete the following individual and group assignments with due diligence and scholarship expected of a graduate student. In this respect, you will experience a major progressive shift in the quality and quantity of your academic performance from your undergraduate studies. As far as I am concerned, your academic performance will be considered as the matter of highest importance, and it will precede all other personal concerns of yours except for life emergencies.

Individual requirements:

You will complete two individual assignments: 1) readings, and, 2) two exams.

1) Readings:

Competencies: Your readings are introductory efforts for you to get exposed to all the competencies of the course in terms of 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. You are given a rather comprehensive lists of supplemental readings and bibliography for the purpose of meeting the competencies.

1. Trace the history and trends of the economic and political system in the United States that affect how the U.S. welfare system is constructed. (Practice-F.1; Values/ethics-F. 1; Pops at-risk & SJ-F.2; Policy- F.1).
2. Describe the political process in the United States, and how power, and influence prevent or promote social and economic justice within and across multicultural populations. (Policy-F.7; Pops at-risk & SJ- F.2, F.3; Practice-F.8; Diversity-F6).
3. Use social and economic justice as a basis for analyzing the effects of social, economic, and political trends and the resultant interactions between individual, families, groups, organizations and communities. (Values/ethics-F.1; Pops at-risk & SJ-F.4, 5; Policy- F.1, F.7, CT/EBP- F.4).
4. Connect economic and political decisions to peoples' access to resources, locally, nationally, and internationally, and recognize the ethical dilemmas inherent in lacking resources. (Pops at-risk & SJ-F.3, F.4; Values/ethics-F.1, F.2, F.3, F.4
5. Analyze and compare national and international social, economic and political conditions using existing available statistics to identify differences in societies' access to resources.(CT/EBP-F.3; Pops at-risk & SJ-F.3; Policy-F.7; Research-F.1).
6. Analyze client systems and the relationships of power among individuals, families, groups, organizations, communities and societies, using theories of empowerment, participatory change, conscientization, and social construction to understand the relationships of power and advantage in society, recognizing the role of social worker as learner and engaging client systems as experts of their own experience. (Pops at-risk & SJ-F.2, F.3).

Contents of the reading assignment:

- 1) You first will read the chapters you are assigned from your required textbook..
- 2) You will read and abstract a total of 10 (ten) articles during the entire semester from the extensive supplemental readings and / or bibliography you are given on the social, economic, and political dimensions of our world. (The abstracts are to be turned in to me in groups of five during the mid-term and end-of-term exams.)
- 3) You will read at least one newspaper and/or one news magazine article per week for social, political and economic events, trends and developments.

(For some additional readings, which will not be included in your exams, you may also be referred to the attached bibliography. This bibliography will be updated during the

semester as you and I routinely locate relevant and timely readings and references. Therefore, you are asked to share your readings with all of us in order to review and decide on their inclusion into our course readings list.)

Rules for the reading assignment:

You will abstract the articles you have read using the APA manual for you to turn them in to me in two groups of five at the times of your exams. For each abstract accurately written you will receive 10 points; for a total of 100 points for 10 abstracts. Abstracts will comprise 10% of your course grade.

As you read the daily newspaper and/or weekly news magazine articles, you are expected to explore if and when the article provides an evidence that you can identify for the case being made in the article. You will be given an outline for this type of critical reading.

Also, you are expected to participate and share your readings to the fullest extent in the class discussions.

As part of your routine review of literature, you must periodically search Social Work Abstracts literature database through the UTK Hodges Library. This search will enable you to be current with respect to the natures of social, economic and political environments.

2) Exams:

You will take **mid-term and end-of-term** written examinations.

Exams test your competencies in terms of their theoretical and practical knowledge contents.

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

1. Trace the history and trends of the economic and political system in the United States that affect how the U.S. welfare system is constructed. (Practice-F.1; Values/ethics-F. 1; Pops at-risk & SJ-F.2; Policy- F.1). (*content: define the political economy and the relationship with social welfare; identify the historic trends in economic theory and the changes in political ideology over time (e.g. supply side economics and neo-liberal/conservative movements; utilize information technology to analyze economic and political trends).*)

2. Describe the political process in the United States, and how power, and influence prevent or promote social and economic justice within and across multicultural populations. (Policy-F.7; Pops at-risk & SJ- F.2, F.3; Practice-F.8; Diversity-F6). (*content: how interest group politics influence the political process; understanding the political system; global hegemony, first and third world economic issues and immigration; structural inequality; distributive justice).*)

3. Use social and economic justice as a basis for analyzing the effects of social, economic, and political trends and the resultant interactions between individual, families, groups, organizations

and communities. (Values/ethics-F.1; Pops at-risk & SJ-F.4, 5; Policy- F.1, F.7, CT/EBP- F.4). *(content: the influence of values of the dominant culture of societal choices in economic and political systems and the profession; privilege; the differential effect on client systems, communities, and organizations of tax systems and benefits).*

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

4. Connect economic and political decisions to peoples' access to resources, locally, nationally, and internationally, and recognize the ethical dilemmas inherent in lacking resources. (Pops at-risk & SJ-F.3, F.4; Values/ethics-F.1, F.2, F.3, F.4).*(content: tax system; economic, distributive justice; disparities in health and welfare; devolution of resources and services; corporate welfare; poverty gap and income/wealth inequality; use information technology to analyze access to resources).*

5. Analyze and compare national and international social, economic and political conditions using existing available statistics to identify differences in societies' access to resources.(CT/EBP-F.3; Pops at-risk & SJ-F.3; Policy-F.7; Research-F.1). *(content: use existing national statistics to compare social welfare and access across states; use international comparative literature to assess differences across countries in social welfare policies and practices; use information technology to identify disparities in access to resources).*

6. Analyze client systems and the relationships of power among individuals, families, groups, organizations, communities and societies, using theories of empowerment, participatory change, conscientization, and social construction to understand the relationships of power and advantage in society, recognizing the role of social worker as learner and engaging client systems as experts of their own experience. (Pops at-risk & SJ-F.2, F.3). *(content: theories of empowerment, social construction, popular education, and participatory change in the context of group/population membership; how groups attain powers).*

Rules for the exams: Examination contents will be from the required textbook, and supplemental 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. (You will also submit your article abstracts, five abstracts per exam) to me together with your exams at the time you take them.)

Each exam will be graded on a 0-100 point scale, 10 points out of which will be reserved for the abstracts. Each exam comprises 30% of your course grade, for a total of 60% of your course grade for both exams.

Make-up exams will not be given unless there is an emergency. Mid-term exam will be scheduled mid-semester, and end-of-semester exam during the week designated by the University. Dates will be identified during the first class session.

Group requirement:

You will make a group presentation during the second hour of each class session for 50 minutes, beginning with the IIIrd session of the course.

- 1) First part of your group presentation will be to report on your readings of the chapters of your required textbook. Your group will be assigned one chapter depending on the time of your presentation to do this report. Chapters will be assigned to your groups during the first session. This part should take about 20 minutes to complete.
- 2) Second part of your presentation will be a report on a dimension of social, political, and/or economic environment of interest to you in the United States and compare it with the same dimension of another country. This part should take about 30 minutes to complete. (The outline for this report is given below. It is to be used for both the oral and paper versions of the reports.)

Competencies to be mastered through the completion of this assignment are in reality almost all the ones listed for the course. But, more specifically, you are expected to gain the following competencies:

1. Trace the history and trends of the economic and political system in the United States that affect how the U.S. welfare system is constructed. (Practice-F.1; Values/ethics-F. 1; Pops at-risk & SJ-F.2; Policy- F.1).
2. Describe the political process in the United States, and how power, and influence prevent or promote social and economic justice within and across multicultural populations. (Policy-F.7; Pops at-risk & SJ- F.2, F.3; Practice-F.8; Diversity-F6).
3. Analyze and compare national and international social, economic and political conditions using existing available statistics to identify differences in societies' access to resources.(CT/EBP-F.3; Pops at-risk & SJ-F.3; Policy-F.7; Research-F.1).
4. Analyze client systems and the relationships of power among individuals, families, groups, organizations, communities and societies, using theories of empowerment, participatory change, conscientization, and social construction to understand the relationships of power and advantage in society, recognizing the role of social worker as learner and engaging client systems as experts of their own experience. (Pops at-risk & SJ-F.2, F.3).

Outline for the presentation/paper:

- I. Identification and description of a dimension of social, political, and/or economic environments in the United States. Your required textbook reading is complete with these dimensions. You are free to select any one of your choice. You certainly are free to use other sources of information for the selection of the dimension of your study / focus.

As such, you will provide history; ideological and value bases of the environment; personalities, stakeholders, and contributing factors to the existence of that environment. You will be expected, in discussing the dimension you have selected, to clarify social work profession's understanding and perception of the environment. (3-5 pages-30 points.)

II. Analysis of the dimension using an analytic model of your construction.

You will first develop a model to analyze the dimension you are studying. You will include in the model a comparative analysis of the connections and/or effects of the dimension on one or more of the following groups of people as applicable: People of color, economically poor, children, and aged; women, gay and lesbian, and transgender persons, immigrants, refugees, or other underserved, vulnerable, oppressed and/or discriminated groups in the US and the country of your choice. You will try to find the best evidence for the connections and/or effects mentioned above. (10-15 pages-70 points)

You would be well served to search the Social Sciences Index and Social Work Abstracts literature databases through the UTK Hodges Library in order to be able to complete your assignment and to gain current insight into the above groups in the US and abroad. As to insight into the above groups, you might begin by typing "diversity" and then followed by "people of color, women, gays and lesbians, the elderly and/or children" to broaden your understanding of groups and diversity.

You also are expected to use the extensive bibliography provided for you at the end of your required textbook to the extent that you are able to locate these references from all sources.

Rules for the presentation / paper: This paper should have a minimum of 13 and a maximum of 20 double spaced pages, excluding the reference page(s), using the APA style manual. Presentation and its written version (paper) will be graded on a 0-100 scale. It will comprise 30% of your overall grade.

Groups will be formed on a random drawing basis during the first class session. Group presentation dates will be given to you during the first class session.

Presentation papers in their final form are due on the last day of the week of your presentation, at the latest. As a preliminary and major effort to get started on this group assignment, you are also expected to review, in addition to your required textbook, a thorough search of the literature on the dimension of your choice.

COURSE RULES

Although class attendance is not a requirement, I shall expect you to be present at all class sessions for the simple reason that they are closely interrelated and build upon each other. Please notify me in case of absences and emergencies.

All assignments are to be completed and due on the dates specified. Late completions will not be accepted unless there is an emergency. Group presentation paper (written assignment) is to be typed, and double spaced using the latest edition of the APA style manual.

Please also check into the WEB pages of any university (e.g., the Christian Brothers University Library www.cbu.edu) to learn how to cite WEB resources using the American Psychological Association (APA) guidelines. (CBU page is a good source of this information.)

Class participation is graded on the basis of sharing, concern and commitment for what goes on in class.

Group presentation and paper as a written version of the presentation are evaluated on the basis of their conveyance of substantive knowledge of policy, organization (i.e., conforming to the outline given above), clarity, internal consistency, and flow of information.

Test outcomes will be graded in accordance with the instructions you will be given with each test.

Grading scale is provided in this outline. As a matter of university policy, grades can only be shared in the face-to-face meetings.

You are free to have discussions with me, during office times, as many times as you want, in person or via phone, e-mail, and fax communications, in relation to any of your assignments and your progress in the course. I will also do the same, provided that I have your phone, e-mail, and fax information available to me.

For the face-to-face and/or phone meetings, I will expect you to inform me with specific and concrete questions and thoughts related to your reason(s) for wanting to have the discussion with me. I will refrain from engaging in general discussions. I will also expect you to do adequate reading and be informed about general contexts of your questions and thoughts you will be discussing with me.

My phone numbers are: (901) 448-4479 (office), and (901) 448-4463 (front desk). You can also send e-mail or leave messages at the front desk if I am not in my office, or fax them to my attention.

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 for the semester. Since I am teaching other courses, my designated office hours for this class are Tuesdays, 12:30-1:30pm and 3:30-4:30pm. At other times, I will be available by appointments. 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

shall also try to meet with you off-office hours provided that your reasons and the circumstances warrant our meetings.

I do not do individual tutorials. If, for any reason, you miss a session, you will be responsible to obtain class notes and verbal contents of discussions from your classmates, and you will need to be up to date on your readings for that session, and be ready for the next session, as well.

GRADING

Assignments will have the following weights as to the final grade:

Article abstracts	10%
Mid-term exam	30%
Final Exam	30%
Presentation and Paper	30% (20%=Group to which you belong is graded / 10%=You are graded for your contribution to the presentation and paper-writing processes. PLEASE READ CAREFULLY: In cases when I am informed of a problem with one or more members of a group with respect to the lack of concern, involvement and concrete and meaningful contributions to the overall group process, and the contributing members of your group testify to this effect in a fair and just manner, I will assign an automatic failing grade of 0 (zero) as your presentation and paper grade, to be factored as 30% into the computations of your overall grade.

The grade scale used is as follows:

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

SESSIONS AND READINGS

REMINDER:

AS OF TODAY, YOU ARE TO BEGIN READING FROM THE NEWSPAPERS AND NEWS MAGAZINES ANY ARTICLES, ANALYSES, EDITORIALS, POLITICAL CARTOONS, ETC., WHICH RELATE TO ALL AREAS OF SOCIAL, POLITICAL AND ECONOMIC ENVIRONMENTS. BEGINNING WITH THE SECOND SESSION, THERE WILL BE REGULAR, 15-20 MINUTE, AND SELECTIVE DISCUSSIONS OF THESE READINGS (EXAM AND PRESENTATIONS SESSIONS ARE EXCLUDED).

YOU WILL BE RANDOMLY ASKED TO SHARE YOURS WITH ALL OF US.

Session Outline and Readings

Session 1. Course Preview

Review syllabus, class assignments, required text, assigned readings, academic integrity.

Advanced technology and teaching aids TO BE USED: WEB-assisted (Online and Blackboard, etc), computer-supported (power-point, telecommunications-enhanced techniques (e-mail, chats, discussion boards, etc), and other (transparencies, overhead projectors, electronic copies, etc.) teaching aids

UTK and UTHSC facilities and support systems for the course

Session 2. History and trends of the social, political and economic system in the US

Competency: Trace the history and trends of the economic and political system in the United States that affect how the U.S. welfare system is constructed. (Practice-F.1; Values/ethics-F. 1; Pops at-risk & SJ-F.2; Policy- F.1).

(content: define the political economy and the relationship with social welfare; identify the historic trends in economic theory and the changes in political ideology over time (e.g. supply side economics and neo-liberal/conservative movements; utilize information technology to analyze economic and political trends).

Foster, J. (2005). From simplistic to complex systems in economics. *CAMBRIDGE JOURNAL OF ECONOMICS*, 29 (6): 873-892.

Hill, G. (1996). The moral economy: Keynes's critique of capitalist justice. *Critical Review*, 10(1), 33-61.

Hirst, P.Q. (1993). Associational Democracy. In: David Held (eds.). *Prospects for Democracy: North, South, East, West*. Cambridge: Polity Press.

Jacobi, T. (2009). The Role of Politics and Economics in Explaining Variation in Litigation Rates in the US States. *JOURNAL OF LEGAL STUDIES*, 38(1), 205-233.

Kellner, D. (2002). September 11, social theory and democratic politics. *Theory, Culture & Society*, 19(4), 149-159.

Morrisey, MA; Cawley, J. (2008). US health economists: Who we are and what we do. *HEALTH ECONOMICS*, 17(4), 535-543.

Schlapfer, F; Schmitt, M; Roschewitz, A. (2008). Competitive politics, simplified heuristics, and preferences for public goods. *ECOLOGICAL ECONOMICS*, 65(3), 574-589.

Schneiberg, M; King, M; Smith, T. (2008). Social movements and organizational form: Cooperative alternatives to corporations in the American insurance, dairy, and grain industries. *AMERICAN SOCIOLOGICAL REVIEW*, 73 (4), 635-667.

Stevens, D.N., & Foster, JE. (1987). The possibility of democratic pluralism. *Economica*, 45, 401-406.

Thirkell-White, B. (2008). On global order: power, values and the constitution of international society. *INTERNATIONAL AFFAIRS*, 84 (4), 829-830.

Harris, J. (2008). US imperialism after Iraq. *RACE & CLASS*, 50 (1), 37-58.

Anonymous. A lesson in how not to run a country. *Tobacco Journal International*, 4, 38-39.

Soderbaum, P. (2008). 10th Anniversary Focus: From mainstream 'environmental economics' to 'sustainability economics'. On the need for new thinking, *JOURNAL OF ENVIRONMENTAL MONITORING*, 10 (12), 1467-1475.

Staniland, M. (1985). *What is Political Economy? A study of social theory and underdevelopment*. New Haven, Connecticut. Yale University Press.

Sessions 3-4. Political process and system in the US, power and influence groups; social and economic justice

Competency: Describe the political process in the United States, and how power, and influence prevent or promote social and economic justice within and across multicultural populations.

(Policy-F.7; Pops at-risk & SJ- F.2, F.3; Practice-F.8; Diversity-F6).

(content: *how interest group politics influence the political process; understanding the political system; global hegemony, first and third world economic issues and immigration; structural inequality; distributive justice*).

Required text, Ch. 1, “Development and Globalization: Framing Issues,” pp. 1-22.

Ch. 2, “Instituting the Development Project,” pp. 25- 53.

Heger, N; Hodler, R; Lobsiger, M. (2008). What Determines Financial Development? Culture, Institutions or Trade, *REVIEW OF WORLD ECONOMICS*, 144 (3): 558-587.

Jackson, G; Deeg, R. (2008). From comparing capitalisms to the politics of institutional change, *REVIEW OF INTERNATIONAL POLITICAL ECONOMY*, 15 (4): 680-709.

Mansyur, CL; Amick, BC; Harrist, RB; et al. (2009). The cultural production of health inequalities: a cross-sectional, multilevel examination of 52 countries, *INTERNATIONAL JOURNAL OF HEALTH SERVICES*, 39 (2): 301-319.

Meyer, S; Ward, P; Coveney, J; et al. (2008). Trust in the health system: An analysis and extension of the social theories of Giddens and Luhmann, *HEALTH SOCIOLOGY REVIEW*, 17 (2): 177-186.

Perraton, J. (2009). Changes in developed countries' economic systems since the 1980s: implications for developing countries, *ECONOMY AND SOCIETY*, 38 (1): 177-201.

Shubik, M; Smith, E. (2009). Building Theories of Economic Process, *COMPLEXITY*, 14 (3): 77-92.

Sessions 5-6. Values of the dominant culture contributing to social and economic justice

Competency: Use social and economic justice as a basis for analyzing the effects of social, economic, and political trends and the resultant interactions between individual, families, groups, organizations and communities. (Values/ethics-F.1; Pops at-risk & SJ-F.4, 5; Policy- F.1, F.7, CT/EBP- F.4).

(content: *the influence of values of the dominant culture of societal choices in economic and political systems and the profession; privilege; the differential effect on client systems, communities, and organizations of tax systems and benefits*).

Required text, Ch. 3, "The Development Project: International Relations," pp. 55-83;
Ch. 4, "Globalizing National Economy," pp. 87-115.

Appel, H. (2000). The ideological determinants of liberal economic reform - The case of privatization. *WORLD POLITICS*, 52 (4): 520.

Argandona, A. (2004). Economic ethics and institutional change. *JOURNAL OF BUSINESS ETHICS*, 53 (1-2): 191-201.

Aricanli, T; Thomas, M. (1994). sidestepping capitalism - on the ottoman road to elsewhere, *JOURNAL OF HISTORICAL SOCIOLOGY*, 7 (1): 25-48.

Bagheri, M. (2007). Conflict of laws, economic regulations and corrective/distributive justice.

UNIVERSITY OF PENNSYLVANIA JOURNAL OF INTERNATIONAL ECONOMIC LAW, 28 (1): 113-151.

Botero, JC; Djankov, S; La Porta, R; et al. (2004). The regulation of labor. QUARTERLY JOURNAL OF ECONOMICS, 119 (4): 1339-1382.

Fourcade, M. (2007). Theories of markets and theories of society. AMERICAN BEHAVIORAL SCIENTIST, 50 (8): 1015-1034.

Foster, J. (2005). From simplistic to complex systems in economics. CAMBRIDGE JOURNAL OF ECONOMICS, 29 (6): 873-892.

Ireland, RD; Tihanyi, L; Webb, JW. (2008). A tale of two politico-economic systems: Implications for entrepreneurship in Central and Eastern Europe. ENTREPRENEURSHIP THEORY AND PRACTICE, 32 (1): 107-130.

Islamoglu, M; Liebenau, J. (2007). Information technology, transaction costs and governance structures: integrating an institutional approach. JOURNAL OF INFORMATION TECHNOLOGY, 22 (3): 275-283.

Kohler, C; Woodard, J. (1997). Systems of work and socio-economic structures: A comparison of Germany, Spain, France and Japan. EUROPEAN JOURNAL OF INDUSTRIAL RELATIONS, 3 (1): 59-82.

Kunovich, S; Slomczynski, KM. (2007). Systems of distribution and a sense of equity: A multilevel analysis of meritocratic attitudes in post-industrial societies. EUROPEAN SOCIOLOGICAL REVIEW, 23 (5): 649-663.

Martinussen, PE. (2008). Self-interest or ideology? The attitude of Norwegian medical specialists towards private welfare services. SCANDINAVIAN POLITICAL STUDIES, 31 (2): 149-172.

Mulder, P; Van den Bergh, JCJM. (2001). Evolutionary economic theories of sustainable development. GROWTH AND CHANGE, 32 (1): 110-134.

Schwartz, H. (2007). Dependency or institutions? Economic geography, causal mechanisms, and logic in the understanding of development. STUDIES IN COMPARATIVE INTERNATIONAL DEVELOPMENT, 42 (1-2): 115-135.

Newton, K. (2006). Political support: Social capital, civil society and political and economic performance. POLITICAL STUDIES, 54 (4): 846-864.

van Kerkhoff, L; Lebel, L. (2006). Linking knowledge and action for sustainable development. ANNUAL REVIEW OF ENVIRONMENT AND RESOURCES, 31: 445-477.

Session 7. Mid-term exam (Required and assigned readings and class notes to date)

Sessions 8-9. Distributive justice, taxation, income inequality concerns

Competency: Connect economic and political decisions to peoples' access to resources, locally, nationally, and internationally, and recognize the ethical dilemmas inherent in lacking resources. (Pops at-risk & SJ-F.3, F.4; Values/ethics-F.1, F.2, F.3, F.4).

(content: *tax system; economic, distributive justice; disparities in health and welfare; devolution of resources and services; corporate welfare; poverty gap and income/wealth inequality; use information technology to analyze access to resources*).

Required text, Ch. 5, "Demise of the Third World," pp. 117-144.

Ch. 6, "Instituting the Globalization Project," pp. 149-189;

Mahon, JE. (2004). Causes of tax reform in Latin America, 1977-951.

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Chakraborty, S. & Ray, T. (2006). Bank-based versus market-based financial systems: A growth-theoretic analysis. *Journal of Monetary Economics*, 53(2), 329-350.

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Zhu, N. & Luo, X. (2006). *Nonfarm activity and rural income inequality: a case study of two provinces in China*. The World Bank Group, Policy Research Working Paper, No. WPS 3811. Retrieved March 14, 2007, from <http://econ.worldbank.org/external/default/main?pagePK=6416525>

Sessions 10-11. Domestic and international comparative analyses of social, political and economic conditions and environments

Competency: Analyze and compare national and international social, economic and political conditions using existing available statistics to identify differences in societies' access to resources.(CT/EBP-F.3; Pops at-risk & SJ-F.3; Policy-F.7; Research-F.1).

(content: use existing national statistics to compare social welfare and access across states; use international comparative literature to assess differences across countries in social welfare policies and practices; use information technology to identify disparities in access to resources).

Required text, Ch. 7, "The Globalization Project in Practice," pp. 191-227.

Ch. 8, "Global Development and Its Countermovements," pp. 231-270;

Amable, B. (2009). Changing institutions in developed democracies: economics, politics and welfare, *SOCIO-ECONOMIC REVIEW*, 7 (1): 3-6.

Belfrage, C; Ryner, M. (2009). Renegotiating the Swedish Social Democratic Settlement: From Pension Fund Socialism to Neoliberalization, *POLITICS & SOCIETY*, 37 (2): 257-287.

Beramendi, P; Cusack, TR. (2009). Diverse Disparities The Politics and Economics of Wage, Market, and Disposable Income Inequalities, *POLITICAL RESEARCH QUARTERLY*, 62 (2): 257-275.

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Mansyur, CL; Amick, BC; Harrist, RB; et al. (2009). Tthe cultural production of health inequalities: a cross-sectional, multilevel examination of 52 countries. *INTERNATIONAL JOURNAL OF HEALTH SERVICES*, 39 (2): 301-319.

MacLean, LM. (2002). Constructing a social safety net in Africa: An institutionalist analysis of colonial rule and state social policies in Ghana and Cote d'Ivoire. *STUDIES IN COMPARATIVE INTERNATIONAL DEVELOPMENT*, 37 (3): 64-90.

Meyer, S; Ward, P; Coveney, J; et al. (2008). Trust in the health system: An analysis and extension of the social theories of Giddens and Luhmann. *HEALTH SOCIOLOGY REVIEW*, 17 (2): 177-186.

Newton, K. (2006). Political support: Social capital, civil society and political and economic performance. *POLITICAL STUDIES*, 54 (4): 846-864.

Papaioannou, E; Siourounis, G. (2008). Economic and social factors driving the third wave of democratization. *JOURNAL OF COMPARATIVE ECONOMICS*, 36 (3): 365-387.

Perraton, J. (2009). Changes in developed countries' economic systems since the 1980s: implications for developing countries. *ECONOMY AND SOCIETY*, 38 (1): 177-201.

Schwartz, H. (2007). Dependency or institutions? Economic geography, causal mechanisms, and logic in the understanding of development. *STUDIES IN COMPARATIVE INTERNATIONAL DEVELOPMENT*, 42 (1-2): 115-135.

Sessions 12-13. Power relationships in the social, political and economic environment

Competency: Analyze client systems and the relationships of power among individuals, families, groups, organizations, communities and societies, using theories of empowerment, participatory change, conscientization, and social construction to understand the relationships of power and advantage in society, recognizing the role of social worker as learner and engaging client systems as experts of their own experience. (Pops at-risk & SJ-F.2, F.3).

(content: theories of empowerment, social construction, popular education, and participatory change in the context of group/population membership; how groups attain powers).

Required text, Ch. 9, "Development for What?" pp. 273-288.

Mishra, R. (2005). Social rights as human rights: globalizing social protection. *International Social Work*, 48(1): 9-20.

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- Martin, E.J. (2004). Sustainable development, postmodern capitalism, and environmental policy and management in Costa Rica. *Contemporary Justice Review*, 7(2), 153-169.
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Session 14. Overview

Where do we go from here? The future of society, politics, and economics in the US and the globe

Exam Week: End-of-semester Examination (During the Exam Week designated by the University)

Readings: All required and assigned readings, discussion, class, and presentation information and notes to date.

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

Instructor: Dr. Muammer Cetingok

SW 512 - Social, Economic, and Political Environments
ACADEMIC YEAR 2009-2010

IMPORTANT: SELECTED BIBLIOGRAPHY IS PART OF YOUR COURSE OUTLINE. ADDITIONAL READINGS, IN ADDITION TO THE ONES ALREADY APPEARING UNDER THE SESSION HEADINGS, MAY ALSO BE ASSIGNED FROM THIS BIBLIOGRAPHY AND/OR OTHER RESOURCES TO BE ADDED. SOME REFERENCES MAY BE REPEATED FOR EMPHASIS UNDER SUBHEADINGS.

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