

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
Syllabus: SW 546: Section # 003
Fall 2009

Evidence-based Social and Economic Development Practice across Systems
(3 Credit Hours)

Prerequisites: 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.

Instructor: Karen Jointer, LMSW

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the 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 2222 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Course Description:

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, 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).

REQUIRED TEXT

1. Burkey, Stan. (1993). *People First: A Guide to Self-Reliant, Participatory Rural Development*. New York: Zed Books.

All the other readings are available listed by the week and are available through the UTK Hodges Library Course Reserves site.

NOTE: Additional reading materials may be distributed during class sessions and some required readings may be changed over the course of the semester.

Please also familiarize yourself with these University of Tennessee resources:

- The University of Tennessee Libraries. (2008). Reference Shelf – Style Manuals. Retrieved August 6, 2008 from <http://www.lib.utk.edu/refs/style.html> (for APA style).
- The University of Tennessee Libraries. (2008). Understanding Plagiarism. Retrieved August 6, 2008 from <http://www.lib.utk.edu/instruction/plagiarism/students.html>
- The University of Tennessee Libraries. (2008). Diversity Committee's Diversity Resource Guides. Retrieved August 6, 2008 from http://www.lib.utk.edu/diversity/resources/diversity_resource_guides.html

General Instructions:

Teaching / instructional tools will be lectures, presentations aided by PowerPoint and other technologies like transparencies, photocopies, class discussions, 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 present it as 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. 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 Rm189) weekdays. If I am out, please leave a message. Appointments are encouraged. My office phone number is (901) 448-4803. You are also free to call me on my cell phone (901) 326-4558, 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.

COURSE REQUIREMENTS:

INDIVIDUAL PRESENTATIONS:

In addition to reading the textbook, each week a student will report on an article from the assigned readings for that week, while another student will construct a thought provoking question or concern regarding the article being discussed.

The purpose for the individual presentation and paper is to encourage critical thinking by allowing the students to critically analyze a concept of social and economic development and present orally and in written form to their colleagues. Students will select a topic of interest from the course syllabus, gather/analyze relevant information and present their general impression of the concepts and illustrate how the chosen topic relates to present day social and economic development. The student should also outline the author's point of view while composing their own point of view and identify the strengths/weakness of both.

Assignment Criteria:

- a. 3 page summary of article
- b. Outline/Handout for class
- c. Students should use media/PowerPoint to present topics orally. And the paper should address the following questions:
 - *What is the main purpose of the articles referenced in the presentation?*
 - *What are the key questions the authors are try to address?*
 - *What are five key points in the articles?*
 - *What are the main inferences/conclusions in the articles?*
 - *What are the key concepts we need to understand?*
 - *What is the author's main point of view?*
 - *What is your point of view?*

Expectation for Writing Assignments

1. Use APA format (e.g. Cover Page, Headers/Headings, etc.)
 - a. Double Spacing
 - b. Times New Roman
 - c. 12 pt font
2. Due the day of presentation
3. 5 points will be deducted for late papers

Competencies:

This assignment is an introductory effort to get the student exposed to all the competencies and related contents of the course in terms of their theoretical backgrounds. It is also a method of forging critical thinking. As such, to re-emphasize and to repeat, you are to begin to meet the following competencies, in the same order as above.

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).

COMMUNITY PRACTICE PAPER:

The Community Practice paper should provide an in depth understanding of a specific topic related to Community-based practice. Topics may include how to effectively perform specific methods (e.g. empowerment practice or participatory methods in various areas of social work, organizing, development, administration, supervision, and the relevance of the digital divide, privatization of services, globalization, barriers to culturally relevant development, gaps in services, sustainability); or it can focus on a specific community practice area. For example, you might want to follow a debate in the literature or discuss best practices described in the literature for a specific area of organizing; community, neighborhood, or international development; or social planning. One way to organize this is to see what other disciplines are doing (e.g. Urban planning, environmental sciences, literature, sociology).

Assignment Criteria:

- a. Introduce your paper. Describe the thesis of your paper. What are you planning to do? What argument will you propose, or what are you going to educate your reader about? Outline what you are going to do. Make sure you provide a framework for the paper. (20 Pts.)
- b. What does the literature say regarding your topic? Analyze your topic given your argument or thesis using the literature to back you up. (40 pts.)
- c. Conclusion, integration, implications, etc. What's it all mean? (10 pts.)
- d. From what academic discipline does the literature come? (10 pts.)
- e. Make sure you use appropriate headings, subheadings, APA style, etc. (10 pts.)

COMPARATIVE ANALYSIS-GROUP PROJECT:

As a group, students will conduct, write and present an international comparative analysis of a major social/community development program or policy internationally. The groups are expected to compare two countries one of which should be the U.S. You may choose to compare two or more similar countries with the U.S. Or you may want to compare third world with first world countries. Students are free to choose the desired type of comparison as long as the U.S. is one of the countries analyzed and the rationale is sound.

Assignment Criteria:

- a. What is the problem or policy you wish to address? Introduce to the reader (10%).
- b. Describe your framework that you will use to analyze the chosen policy or problem. What is your thesis, hypothesis or argument? (15%)
- c. What are the countries being analyzed? Why did you choose these countries (you should have a reason)? What is the social policy or program you will compare? Give a reasonable explanation why comparing this policy with these countries makes sense and adds to our understanding (15%).
- d. Analyze in depth the policy or programs in the chosen countries including responsiveness to populations-at-risk and the promotion of social and economic justice, human rights, and combating oppression & discrimination (25%)
- e. What are the implications of your findings? (15%)
- f. Use APA style and make appropriate use of headings and sub-headings. (10%)
- g. Give a presentation providing a brief synopsis of each area listed above. (10 pts.)

Competencies:

By completion of this multifaceted, written and oral presentation assignment, the student will address the following competencies:

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).
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)
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).

Presentation of paper: Presentations will be scheduled for the 13th and 14th weeks (sessions). Requirements for the presentation are applicable to all group members.

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.

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

1. 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;
2. 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.*
3. 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*
4. 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:

5. 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.*
6. 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*
7. 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. Students should refer to the following in preparation for the exams: required textbook, supplemental textbook readings, e articles, lecture notes, discussions and presentations.

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, you are expected 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: The final grade will be computed as an average grade as follows:

1. Papers: 40% (Comparative Analysis – 20%, Community Paper -20%)
2. Individual Presentations: 10%
3. Weekly Discussion Questions: 10%
4. Exams: 40% (Mid-term- 20%, Final 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 assignments will be evaluated on the basis of grammar, organization, clarity, internal consistency and flow of information. For both assignments you must make sure that you follow the outlines you are given.

NOTE: A total of 2 points will be deducted in the event one of the above criteria is insufficient.

Below 72.9 D

73 -77.9 C

78 -82.9 C+

83 -87.9 B

88 -93.9 B+

94 -100 A

COURSE CALENDER/OUTLINE

Week 1: August 25- Introduction/Course Overview

Topics:

- Introductions
- Review Syllabus- class assignments and expectations
- History/background of Social and Economic Development

Content:

- macro theories; organizational theory; economics; redistribution of wealth

Required Readings:

1. 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)
2. Cetingok, M. and Rogge, M. (2006). Democratic Models and Social Development. *Social Development Issues*, 28(3), 1-15.
3. David, G. (2000). From social development to transformation. *Social Development Issues*, 22(1), 9-14.
4. Deacon, B. (2000). *Globalization and Social Policy. Occasional Paper 5*. Geneva, Switzerland: United Nations Research Institute for Social Development. Geneva, Switzerland.

Week 2: September 8- Why is there a need for Social and Economic Development? : The root of the cause

Topics:

- Poverty
 1. Urban and Rural
 2. Similarities and Differences
- Ethical considerations

Required Readings:

1. Burkey, Chapter 1- Understanding Poverty
2. The Journal of Social Values and Ethics, Volume 6, Number 2(2009):
http://www.socialworker.com/jswve/component/option.com_frontpage/Itemid,1/
3. International Code of Ethics <http://www.ifsw.org/en/p38000398.html>
4. Caro & Morris (2002). Devolution and Aging Policy: An Overview.
5. Journal of Aging and Social Policy, 14 (3/4), 1-14.
6. Campfens, (1997). International Review of Community Development 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.

Content:

- International Code of Ethics, application of ethical principles in diverse settings,

Week 3: September 15- What is Social and Economic Development?

Topics:

- Definition of Social and Economic Development
- Privatization and Decentralization
- Redistribution of Wealth

Required readings:

1. Burkey, Chapter 2- What is Development?
2. Weil & Gamble (1995) Community Practice Models
3. Johnson (1998). The Revitalization of Community Practice.
4. Shragge (1993). Community Economic Development: Chapter one: Deacon, B. (2000). *Globalization and Social Policy. Occasional Paper 5*. Geneva, Switzerland: United Nations Research Institute for Social Development. Geneva, Switzerland.

Content:

- Economics, taxation; redistribution of wealth; macro theories; organizational theory; privatization; technology and its implications

Week 4: September 22- Social Development: “A Look at What Has Been”

Topics:

- Evidenced based approaches to social and economic development
- Barriers to Culturally Relevant Development
- Gaps in Services

Required readings:

1. Burkey, Chapter 3- Self-Reliant Participatory Development
2. Halpern, (1993). Neighborhood-based initiatives to address poverty.
3. Uehara et al., (1996). Toward a value-based approach to multicultural social work research. *Social Work*, 41 (6), 613-622.
5. Review the web page on sustainable social development <http://www.sustdev.org/index.php>
6. Julia, M. (2001). Social development and the feminist tradition. *Social Development Issues*, 23(1), 14-25.
7. Mayadas, N.S., Elliot, D. (2001). Psychosocial approaches, social work and social development. *Social Development Issues*, 23(1), 5-13.

Content:

- Identification and implementation of effective techniques of assessment and intervention, cultural sensitivity and competence, the importance of difference in shaping life experience

Week 5: September 29- Who are the “Agents of Change” in social and economic development processes? And what are the roles of the Agents of Change???

Topics:

- Development Strategies
 - Networking
 - Collaboration
 - Community organizing
 - Participatory Action Research

Required readings:

1. Burkey, Chapter 4- Agents of Change
2. Rivera, Erlich & Zippay (1994). Should Today’s community organizer use the tactics handed down from earlier generations?
3. 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
5. Bacon. 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.
6. Ezell, M. (2001). *Advocacy in the human services*. Belmont: Brooks/Cole. Chs. 1-3, 7.
7. Figueira-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work*, 38(2), 179-188.

Content:

- Coalition-building, partnership development, cross-cultural communication, developing strategies to minimize resistance, effective techniques of assessment and intervention, empowerment

Week 6: October 6- Communal Change

Topics:

- Participatory Change

Required readings:

1. Burkey- Chapter 5- The Training and Support of Change Agents
2. Chetkov-Yanoov (1986). Participation as a means to community cooperation
3. Castelloe, P., Watson, T. & White, C. (2002). Participatory change: An integrative approach. *Journal of Community Practice*, 10 (4), 1-32.
4. 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.
5. 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.

Content:

Coalition-building, partnership development, cross-cultural communication, developing strategies to minimize resistance, effective techniques of assessment and intervention, empowerment

Week 7: October 13- Decentralization and Participation

Required readings for next week:

1. Burkey- Chapter 6- Getting started
2. Burkey, Chapter 7- Working with People
3. Azzarto & Smith (1994) Should health and human services be decentralized?
4. Latting & Gummer (1994). Can administrative controls and pressure for efficiency and effectiveness be balanced with the staff's demand for decentralization and participation?
5. Datta, S. & Varalakshmi, V. (1999). Decentralization: An effective method of financial management at the grassroots (evidence from India). *Sustainable Development*, 7(3), 113-120.

Content:

- Social work models in various countries, exemplars of micro-enterprise, empowerment practice, alternative approaches to social and economic development in various settings and countries

Week 8: October 20- Empowerment Practice

Required readings:

1. Gutierrez, Glen, & Delois (1995) The organizational context of empowerment practice.
2. Rose, S.M. (2000). Reflections on Empowerment-Based Practice. *Social Work*, 45(5), 403-412.
3. 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.

Content:

- Brainstorming, nominal group technique, alternative approaches to social and economic development in various settings and countries

Week 9: October 27- Participation, Development and Empowerment: Putting it into Practice

Required readings for next week:

1. Burkey, Chapter 8- External Relationships: Inside Looking Out
2. Carroll and Minkler (2000). Freire's Message for Social Workers: Looking Back, Looking Ahead. *Journal of Community Practice*, 8 (1), 21-36.
3. Jurik, Cavender & Cowgill (2006). Searching for Social Capital in U.S.
4. Microenterprise Development Programs. *Journal of Sociology and Social Welfare*

Content:

- Micro-enterprise, social and economic planning and intervention, asset building, wealth and inequality popular education exercise

Week 10: November 3- Advocacy and Asset Building

Required readings:

1. Golombek, S.B. (2006). Children as citizens. *Journal of Community Practice*, 14(1/2), 11-30.
2. 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).
3. Page-Adams, D. & Sherraden, M. (1997). Asset-building as a community revitalization strategy. *Social Work*, 42(5): 423-434. Jansson, B. (2003). *Becoming an effective policy advocate: From policy practice to social justice*, (4th Ed.) Pacific Grove,

Content:

- Asset building, advocating for basic human rights such as freedom, social/economic resources for an adequate living standard

Assignments due:

Community Practice Papers

Week 11: November 10- Social and Economic Development Models from Mexico and the United States

Required Readings:

1. Burkey, Chapter 9- Savings, Credit, and Inputs: Essential Components

Content:

- Micro enterprise, asset building, social work models in various countries, social and economic planning and intervention, identification of international sources of funding

Week 12: November 17- Social and Economic Development Models from Asia and the World Bank

Required Readings:

1. Burkey, Chapter 10- Objectives and Principles of Self-Reliant Participatory Development

Week 13: November 24- Models from the United Nations, the World Health Organization and Africa

Required readings for next week:

1. Burkey, Chapter 11- Two Steps Forward, One Step Back

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; micro enterprise development, asset building, wealth and inequality popular education exercise

Week 14: December 1 – International Development

Assignments due:

- *International Development Presentation and Paper due*

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; micro enterprise development, asset building, wealth and inequality popular education exercise

Week 15: December 8- FINALS DUE