

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

Syllabus: SW 546: Section # 001

Evidence-based Social and Economic Development Practice across Systems

(3 Credit Hours)

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

Social Work 546, Section 001
Thursdays 12:20 – 3:20 p.m.
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Tuesday: 1:00 – 3:00 p.m.
(others by appt.)

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 BOOKS AND READINGS

Burkey, S. (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 they are due on Blackboard or through the UTK Hodges Library Course Reserves site.

Additional reading materials may be distributed during class sessions. 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

ORGANIZATION OF COURSE AND BLACKBOARD

This course will be taught approximately 35-40% online. In-class and on-line sessions are specified in the course outline below.

Students will need to decide what grade they want to earn and will submit the required number of assignments in order to earn that grade. The section below entitled "Required Activities" describes what kinds of projects must be completed in order to earn each grade. This process is known as "contracting for a grade".

Please note that assignments must be completed at an acceptable level in order to count toward the grade. Each assignment will, therefore, receive a satisfactory or unsatisfactory grade. Satisfactory completion of every assignment required for a specific grade will result in the student receiving that grade. Failure to complete an assignment or assignments satisfactorily will result in failure of the course. Students who submit an unsatisfactory assignment will have one opportunity to bring that assignment up to a satisfactory level.

Also please note: You **MUST** submit a written contract specifying which grade you wish to receive by Week 2, August 27, 2009. Please do **NOT** post your desired grade on the discussion board. Please submit it directly to the instructor during an in-class session or through the Drop Box in Blackboard.

With the exception of the required text (Burkey, listed above) all materials for this course are posted on Blackboard. This includes the **Weekly Worksheets** required for the weekly readings, as well as the materials and instructions for the projects required to earn a B, B+, or an A.

ASSIGNMENTS AND GRADING

Required activities

Project 1- To earn a "B"- Students must successfully and satisfactorily 1) read the required text (Burkey) and the required readings identified in the syllabus each week. They must also complete and submit the **Weekly Worksheets** for each reading and, during online week class sessions only, post relevant comments on the Discussion Board. These worksheets and posts must be completed according to the schedule listed in the Course Outline below.

Project 2- To earn a "B+"- Students must successfully and satisfactorily complete all the activities identified in Project 1 (contract for a "B") AND must write the Community

Practice Paper described in the Assignment Criteria section below.

Project 3- To earn an “A”- Students must successfully and satisfactorily complete all the activities described in both Project 1 (contract for an B) and Project 2 (contract for a B+) AND must write the International Development Paper described in the Assignment Criteria section below. A student individually or in conjunction with other students *may* negotiate with the instructor to develop an alternative “A” level project if she/he a) successfully and satisfactorily completes all the activities described in Project 1 (contract for an B) and b) successfully develops and completes a research or agency-based project that meets the major criteria of both the Community Practice and International Paper assignments.

Assignment Criteria

Outcomes for each of the competencies are addressed through the Weekly Worksheets and are described for each Weekly Worksheet in the Course Outline below. Outcomes for the Community Practice Paper and the International Development Paper are described in this section.

1. Community Practice Paper 7-10 pages, typed, double-spaced (necessary for a B+).

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).

Whatever you choose, make sure that you follow the criteria below:

- 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.)
- f. Give a 5-10 minute presentation providing a brief synopsis of what you learned. (10 pts.)

2. **International Development Paper** 7-10 pages, double-spaced (necessary, along with the Community Practice Paper, for an A)

Compare a major community development program or policy internationally. 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. You choose the type of comparison you wish as long as the U.S. is one of the countries analyzed, and you have a sound rationale for doing so. Use the criteria below.

- 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%)
- e. Give a 5-10 minute presentation providing a brief synopsis of what you learned. (10 pts.)

All assignments must be submitted according to the schedule provided in the course outline below. All assignments must also be submitted through Blackboard. Instructions for submissions through Blackboard will be provided in the Course Information section of the website.

Grading Scale

Students will contract for grades. Individual assignments will be scored as “acceptable” or “unacceptable”. Acceptable assignments will be identified by a check mark appearing in the Grade Book section of Blackboard. If all assignments for the semester are completed at an acceptable level, the student will receive the grade for which she/he contracted.

Class policies

1. Students are expected to complete all assignments and submit them by the due date. Exceptions will be granted only in extraordinary circumstances in advance of the due date.
2. Incompletes will be given only according to the rules specified in the written policies of the most recent edition of Hilltopics.

3. All written assignments are due at midnight on the day specified in the course outline. Assignments received after that time will not be accepted unless prior approval is given.
4. Cheating and/or plagiarizing will not be tolerated. Any student caught cheating or plagiarizing will be subject to the disciplinary procedures outlined in their university's student policies.
5. University policy regarding religious holidays will be observed. Any student may request to be excused from class or rescheduling of an assignment to observe a religious day from his/her faith.

COURSE OUTLINE

The following assignments are due ON THE DAY listed below. Readings are listed for the following week.

1. Identify international sources of funding and support.

Required readings for next week:

Week 1- August 20- Course Overview - IN THE CLASSROOM

Review of syllabus, discussion of assignments and Blackboard, in-class activities, and library resources and reserve information.

Assignments for all contract grades:

1. Read the syllabus and follow the Blackboard website tour that begins in the first Announcement for the course.
2. Post and introduction on the Discussion Board in Blackboard.
3. Ask questions about course assignments and expectations in the Introductory Questions forum in Blackboard.
4. Read the "Required Readings" and complete **Weekly Worksheet 1** by the scheduled date of the next class.

Required readings for Week 2, August 27:

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

Estes, R.J. (2005). Global Change and Indicators of Social Development.

Burkey, Chapter 1- Understanding Poverty

Outcomes:

1. Students will understand the assignments and expectations for the course.

2. Students will read the required materials for Week 2 and will complete the first **Weekly Worksheet**. The **Weekly Worksheet** can be located on the Blackboard site under *Assignments*.

Week 2- August 27- Understanding Poverty/Introduction to Social and Economic Development – ONLINE

Assignments due:

All students: **Weekly Worksheet 1** is to be submitted in the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

A written statement of the grade for which each student wishes to contract must be submitted to the Digital Dropbox.

Outcomes:

Upon completing the readings and **Weekly Worksheet 1** students will be able to:

1. Understanding poverty and its causes, both urban and rural, and can articulate basic similarities and differences between poverty as it is experienced in both settings.
2. Identify and describe the importance and effects of diversity on poverty and social and economic development.
3. Identify and describe ethical considerations in social and economic development.

Required readings for next week:

All contract grades:

Read the following materials, then complete the **Weekly Worksheet** for Week 3 on Blackboard.

Weil & Gamble (2005) *Evolution, Models, and the Changing Context of Community Practice*.

Johnson (1998). *The Revitalization of Community Practice*.

Rubin, H.J., & Sherraden, M.S. (2005). *Community Economic and Social Development*.

Burkey, Chapter 2- What is Development?

Week 3- September 3- Community Practice Models – IN THE CLASSROOM

Assignments due:

All students: **Weekly Worksheet 2** must be submitted to the Digital Dropbox.

Outcomes:

Upon completing the readings and **Weekly Worksheet 2** students will be able to:

1. Identify and articulate the history and philosophy of several theories of sustainable social and economic development practice.
2. Describe and discuss privatization and decentralization.
3. Describe the effects of economics, taxation, and attempts at redistribution of wealth on persons who are in poverty.
4. Explain the basic concepts and processes of policy practice and legislative advocacy.

Required readings for next week:

Farrell, W.C., & Johnson, J.H. (2005). Investing in Socially and Economically Distressed Communities.

Rogge, M.E. (2000). Social development and the ecological tradition. *Social Development Issues*, 22(1), 32-41.

Uehara et al., (1996). Toward a value-based approach to multicultural social work research. *Social Work*, 41 (6), 613-622.

Burkey, Chapter 3- Self-Reliant Participatory Development.

Week 4- September 10-Community Development - ONLINE

Assignments due:

All students: **Weekly Worksheet 3** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings and **Weekly Worksheet 3** students will be able to:

1. Identify and articulate the history and philosophy of several models of sustainable social and economic development practice
2. Apply social work values to social and economic development and multicultural social work research.
3. Identify, describe, and discuss issues in social and economic development, including the digital divide, privatization of services, globalization and decentralization of decision-making.

4. Recognize and analyze the ethical dilemmas that are inherent in sustainable development.
5. Describe the ways social workers can address these issues using the self-reliant participatory development model in both rural and urban settings.

Required readings for next week:

Burkey, Chapter 4- Agents of Change

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.

Burghart, S., & Fabricant, M., (2005). Which Side Are You On? Social Work, Community Organizing, and the Labor Movement.

Week 5- September 17- Community Organizing – IN THE CLASSROOM

Assignments due:

All students: **Weekly Worksheet 4** must be submitted to the Digital Dropbox.

Outcomes:

Upon completing the readings and **Weekly Worksheet 4** students will be able to:

1. Describe Agents of Change and discuss ways person in these roles function in social and economic development settings.
2. Articulate an evidenced-based approach to development and explain the role of the Agent of Change in implementing it.
3. Be able to perform community needs assessments and to mentor others in performing them.
4. Apply the steps of critical thinking to the Agent of Change role.
5. To identify, articulate, and direct evidence-based intervention toward barriers to culturally relevant development, gaps in services, and instances of discrimination and oppression and measures.
6. To articulate the role of the social worker as Agent of Change in a manner consistent with the International Social Work Code of Ethics.

Required readings for next week:

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

Burkey- Chapter 5- The Training and Support of Change Agents

Week 6- September 24- Participatory Change – IN THE CLASSROOM

Assignments due:

All students: **Weekly Worksheet 5** must be submitted to the Digital Dropbox.

Outcomes:

Upon completing the readings and **Weekly Worksheet 5** students will be able to:

1. Articulate the application of strategies that empower client systems through the use of networking, collaboration, community organizing, and participatory action research.
2. Describe and apply skills in coalition-building, partnership development, cross-cultural communication, and developing strategies to minimize resistance.

Required readings for next week:

Burkey- Chapter 6- Getting started

Azzarto & Smith (1994). Should health and human services be decentralized?

Buffum, W.E. (2005). Revisiting Community-Based Administration, Program management, and Monitoring.

Burkey, Chapter 7- Working with People

Week 7- October 1- Decentralization and Participation - ONLINE

Assignments due:

All students: **Weekly Worksheet 6** must be submitted to the Digital Dropbox.

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Upon completing the readings and **Weekly Worksheet 6** students will be able to:

1. 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
2. Explain similarities and differences between social work models in various countries.
3. Describe micro-enterprise and its principles, offering examples of its successful use in at least three countries.
4. Articulate the principles, methods, and strategies of empowerment practice.

Required readings for next week:

Gutierrez, L., Lewis, E.A., Nagda, B.A. Wernick, L., & Shore, N. (2005). Multicultural Community Practice Strategies and Intergroup Empowerment.

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

Week 8- October 8- Empowerment Practice – IN THE CLASSROOM**Assignments due:**

All students: **Weekly Worksheet 7** must be submitted to the Digital Dropbox.

Outcomes:

Upon completing the readings and **Weekly Worksheet 7** students will be able to:

1. Identify and describe alternative approaches to social and economic development.
2. Articulate the principles of democratic participatory approaches to social and economic development.
3. Define and describe empowerment oriented group decision-making models.
4. Describe and explain how to utilize participatory techniques such as brainstorming and nominal group technique.

Required readings for October 22:

Carroll and Minkler (2000). Freire's Message for Social Workers: Looking Back, Looking Ahead. *Journal of Community Practice*, 8 (1), 21-36.

Jurik, Cavender & Cowgill (2006). Searching for Social Capital in U.S. Microenterprise Development Programs. *Journal of Sociology and Social Welfare*

Burkey, Chapter 8- External Relationships: Inside Looking Out.

Week 9 - October 15 - Fall Break, No Class**Week 10- October 22- Participation, Development and Empowerment: Putting it into Practice – IN THE CLASSROOM****Assignments due:**

All students: **Weekly Worksheet 8** must be submitted to the Digital Dropbox.

Outcomes:

Upon completing the readings and **Weekly Worksheet 8** students will be able to:

1. Describe alternative approaches to social and economic development in various settings and countries.

2. Describe micro-enterprise and its principles, offering examples of its successful use in at least three countries.
3. Articulate skills for planning and implementing evidenced-based sustainable development strategies.
4. Explain the implementation of participatory practice methods, capacity building, consciousness-raising and population education techniques.

Required readings for next week:

No readings

Week 11- October 29- Community Practice Paper Presentations – IN THE CLASSROOM

Assignments due:

Students who contracted for a B+ will present their community practice papers to the class today. The community practice papers are due to the instructor via Digital Dropbox by 5:00 p.m., Monday, November 2.

Time permitting, we will discuss international papers, projects, and assignments that are pending, review questions and critiques of concepts and competencies covered in the course thus far.

Required readings for next week:

Raheim, S., Noponen, H., & Alter, C.F. (2005). Supporting Women's Participation in Community Economic Development.

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

Readings from the websites identified on the **Weekly Worksheet** for next week.

Week 12- November 5- Community Practice Processes- Models from Across the World and from the United States -- ONLINE

Assignments due:

*All students: **Weekly Worksheet 9** must be submitted to the Digital Dropbox.*

All students: Post a relevant comment and participate in discussions in the designated forum on the Discussion Board.

Outcomes:

Upon completing the readings and **Weekly Worksheet 9** students will be able to:

1. Explain the use of the processes of micro-enterprise development and asset building in community and economic development.
2. Compare and contrast social work models in various countries.

3. Articulate 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.
4. Describe processes of social and economic planning and intervention

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

Readings from the websites identified on the **Weekly Worksheet** for next week.

Week 13- November 12- Community Practice Processes- Models from the United Nations, the World Health Organization and Africa – IN THE CLASSROOM

Assignments due:

All students: **Weekly Worksheet 10** must be submitted to the Digital Dropbox.

Outcomes:

Upon completing the readings and **Weekly Worksheet 10** students will be able to:

1. Explain the use of the processes of micro-enterprise development and asset building in community and economic development.
2. Compare and contrast social work models in various countries.
3. Articulate 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.
4. Describe processes of social and economic planning and intervention
5. Identify international sources of funding and support.

Required readings for next week:

Read: Burkey, Chapter 11- Two Steps Forward, One Step Back

Readings from the websites identified on the **Weekly Worksheet** for next week.

Week 14- November 19- Community Practice and Cultural Competence – IN THE CLASSROOM – LAST CLASS DAY

Assignments due:

All students: **Weekly Worksheet 11** must be submitted to the Digital Dropbox; in-class course competency review, evaluation, wrap up.

Students who contracted for an A will present summaries of their international development papers and alternative projects to the class today. Papers and project write-ups are due to the instructor via Digital Dropbox by 5:00 p.m., Monday November 30.

Week 16- November 26- Thanksgiving break – No Class