



SCHOOL OF SOCIAL WORK

SWK 340 GLOBAL PERSPECTIVES IN HUMAN WELFARE

PROFESSOR: Lon B. Johnston, Ph.D., LCSW

OFFICE: Henderson 321

OFFICE HOURS: M: 10:30-12:00; 1:00-3:00

T: 2:00-5:00 Mesquite

W: 8:00-9:00 McKinney

R: 10:00-12:00; 2:00-2:30

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COURSE DESCRIPTION

This course introduces students to concepts related to the global development of social work and the interdependence of nations. The course focuses on themes of world- wide connection and interaction among social workers as well as the reciprocity of professional technology and practice. In addition, there is concentration on the need to develop a more humane and multidimensional approach to social and economic problems around the world as well as develop a commitment and sensitivity to marginalized populations.

GOALS AND COMPETENCIES:

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

- 1.1 Apply critical thinking and effective communication (2.1.3)
- 1.2 Engage in research-informed practice and practice-informed research (2.1.6)
- 1.3 Apply knowledge of HBSE to practice (2.1.7)
- 1.4 Apply knowledge of policy to practice (2.1.8)
- 1.5 Apply change strategies with all levels of systems (2.1.10)

2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

- 2.1 Apply social work ethics & principles (2.1.2)
- 2.2 Engage diversity in practice (2.1.4)
- 2.3 Promote human rights and social and economic justice (2.1.5)

3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

- 3.1 Identify and respond as a professional social worker (2.1.1)
- 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

COURSE OBJECTIVES

Upon completion of the course, students will have attained the following competencies:

- A. Developed an understanding of the history of the development of international social work..
- B. Developed a global perspective and understanding of the human condition and and human behavior in a global era.
- C. Applied knowledge of the interconnectedness of global dynamics within social work practice.
- D. Examined and understand the application of social work values and ethics in international situations.
- E. Understand and learn methods to influence global policy.
- F. Identified and applied informational tools for international social research.
- G. Learn global models for ethnic and diversity conflict and implications for populations at risk.
- H. Developed an understanding of global social and economic issues.

ASSESSMENT

The Social Privilege Measure (SPI) will be used as a pre and post-assessment tool to determine global learning outcomes.

TEXTS

Required:

Healy, L. (2008). International social work: Professional action in an interdependent world. New York: Oxford University Press.

Supplemental Reading:

See Bibliography at the end of this syllabus.

PRE TEST/POST TEST

As a means for evaluating learning outcomes for this course a pre test will be given at the beginning of the semester, and the same test will be given at the end of the semester. Data provided by these two tests will be used to determine which learning outcomes were met by students enrolled in the class. These tests will not be graded and will have no influence on students' final grade. All responses will be kept confidential.

GRADING

Course Requirements: To successfully finish this course, students will be required to complete class assignments, required readings, and class activities. Attendance for all class meetings and participation are essential to integration of course material.

WEIGHT OF EACH GRADED ASSIGNMENT

Country Worksheet	50
UN and INFSW Worksheet	50
Aboriginal and Native American Worksheet	50
Interview	75
Transformational Project	125
PowerPoint (25)	
Paper (100)	
Postings:	
If the world were a village	30
Working with the Somalian People	30
Global Common Core	30
Haiti	30
World Religions	30

Total points: 500

500 – 450	A
449 – 400	B
399 – 350	C
349 – 300	D

Below 300 F

OVERVIEW OF ASSIGNMENTS: (Subject to Change)

1. Country Search

Explore the Internet (and other sources) to discover information about a specific country, assigned to you by the professor. You will find a link to the Country Worksheet under the assignment tab on June 9. **Due date is June 13 at 11:59 p.m. via the dropbox labeled June 13. No late papers can be submitted.**

2. United Nations and International Federation of Social Workers Search

You will find a link to the UN and IFSW worksheet under the assignment tab.

3. Aboriginal and Native American Worksheet

Read the article found under the Assignment link for June 22. Then click on the worksheet and answer the questions related to this article. **Due date is June 24 via the dropbox labeled June 24 at 11:59 p.m. No late papers can be submitted.**

4. Interview

Students will interview a first generation immigrant and write a paper (5 to 6 pages, double spaced, 12pt. font, 1 inch margins) that relates information concerning their **country of origin**, the **decision to immigrate**, and the **process of immigration**. The paper should also include a **contrast between socio-economic factors** affecting the individual's life both in their country of origin and in the United States. A cover page must be included, but it does not count toward the 5 to 6 page limit. **Headings must be used or the paper will not be graded.** Include a brief Introduction and a brief Summary. The other headings should conform to the items in bold above. You will have a total of six headings. **It is your responsibility to find a first generation immigrant to interview; the professor does not have a list of such people.** Similar information can be found under the assignment tab for July 2. **Due date is July 5 at 11:59 p.m. via the dropbox labeled July 5. No late papers can be submitted.**

The outline to be used in writing this paper appears below:

1. Introduction
2. Country of origin
3. Decision to immigrate
4. Process of immigration
5. Contrast between socio-economic factors in country of origin and United States
6. Summary

5. Group Project and Presentation: Transformational Human Needs Developmental Project

You will find information regarding Transformational Projects under the June 9 Lecture tab. Working in groups, students will research a specific need of a people group and develop a "transformational human needs developmental project" which could be applied as a means of social work intervention on the mezzo or macro level. Each group must prepare a paper for

the professor following the outline on eCollege. The paper must use one inch margins, 12 point font, page numbers, and be double spaced. **Headings must be used or the paper will not be graded.** The paper should be less than 10 pages, and a cover page (which does not count toward the page total) must be used. Keep in mind the importance of using APA style in writing the paper and in providing proper documentation of information in the paper that you have taken from other sources, even if you have put it in your own words. You must also include a Reference Page. The groups will develop a creative PowerPoint presentation for other class members to view. Grades will be based upon the written paper and upon the presentation. One paper will be given to the professor, rather than each student writing a paper. It is expected that all students will put equal time into the preparation of the paper. If this does not happen, the student who does not carry his/her share of the load will have their grade dropped by at least a letter grade. Papers must be submitted by 11:59 on July 8 via the dropbox labeled July 8. **No late papers will be accepted.** Presentations must be submitted by 11:59 p.m. on July 8 via doc sharing labeled July 8 so that other classmates can view all presentations. **No late presentations can be submitted.**

6. Discussions

Throughout the course you will be required to participate in various discussions. You must post your own thoughts and ideas under the appropriate discussion tab and then respond to the comments of one other student.

PLEASE NOTE THE FOLLOWING POLICIES:

1. No assignments may be rewritten once they have been graded.
2. No extra credit is provided in this class.
3. The professor does not read assignments and provide feedback before they are due.
4. One-fourth of the grade for all written assignments will be based upon the correct use of the latest edition of the American Psychological Association (APA) style manual for citations and references, as well as the correct use of grammar, spelling, sentence structure, etc.
5. You must provide correct citations within the body of each paper **when you use any information that you have taken from any source, even if you put the information in your own words.** Then each of the references used in the body of the paper must appear on the reference page, in APA style, at the end of the paper. Failure to cite information taken from other sources may result in a grade of zero on the paper.
6. If you have any problems with eCollege contact the Help Desk. Do not contact the professor for help since he does not have technical knowledge of eCollege.
7. You must submit your assignments under the stated dropbox. You will be allowed one error in submission under the wrong dropbox date. If there is a second error your assignment will not be graded. This policy is necessary so I don't have to search for your assignments. Please understand this and please cooperate.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-

class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES:

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work

faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

COURSE SCHEDULE

Date	Reading(s)	Assignment/Activities	Link to Comp.	SLO
1/16		Intro to & Overview of Class		
1/23	Chapter 1 in Healey	International Social Work: Why Is It Important and What Is It?		
1/30	<ul style="list-style-type: none"> Healey, page 160 Lee, E. (2010). Revisioning cultural competencies in clinical social work practice. <i>Families in Society</i>, 91(3), 272–279 Shibusawa, T., & Chung, I. W. (2009). Wrapping and unwrapping emotions: Clinical practice with East Asian immigrant elders. <i>Clinical Social Work Journal</i>, 37, 312–319. 	Influence of Culture in Social Work Practice: Strengthening Global Perspectives		
2/6 Online		If the World were a Village...		
2/13		TBD		
2/20		TBD		

2/27		TBD		
3/6 Online		TBD		
3/13		Spring Break		
3/20		TBD		
3/27		TBD		
4/3 Online		TBD		
4/10		TBD		
4/17		TBD		
4/24		TBD		

BIBLIOGRAPHY (Current References)

Alcock, P. & Craig, G. (2001). International social policy: Welfare regimes in the developed world. London: Palgrave Macmillan.

Bartolotti, D. (2004). Hope in hell: Inside the world of doctors without borders. Buffalo, NY: Firefly Publishers.

Bergman, A. (2003). Another day in paradise: International humanitarian workers tell their stories. New York: Orbis.

Chang-Muy, F. & Congress, E.P. (2009). Social work with immigrants and refugees. New York: Springer.

Cox, D. & Pawar, M. (2005). International social work: Issues, strategies, and programs. social Work: Issues, Strategies. Thousand Oaks, CA: Sage Publishers.

Deacon, B. (2007). Global social policy and governance. Thousand Oaks, CA: Sage.

Drachman, D. & Paulino, A. (2004). Immigrants and social work. New York: Taylor and Francis.

Fairchild, S. R., Pillai, V. J., Noble, C. (2006). The impact of a social work study abroad program in Australia on multicultural learning. *International Social Work Journal*, 49(3), 390-401.

Goodman, Diane J. (2000). Promoting diversity and social justice. Thousand Oaks, CA: Sage Publishers.

Hall, A. & Midgley, J. (2004) Social policy for development. Thousand Oaks, CA: Sage.

- Hertzke, A.D. (2006). *Freeing God's children: The unlikely alliance for global human rights*. Lanham, MD: Rowman & Littlefield Publishers.
- Hilts, P. J. (2005). *RX for survival: Why we must rise to the global health challenge*. New York: Penguin Press.
- Hokenstad, M.C. & Midgley, J. (2004). *Issues in international social work: Global challenges for a new century*. Washington, D.C.: NASW Press.
- Hopgood, S. (2006). *Keepers of the flame: Understanding Amnesty International*. New York: Cornell University Press.
- Kurasawa, Fuyuki, (2007). *Work of global justice: Human rights as practices*. New York, NY: Oxford University Press.
- Mapp, Susan C. (2008). *Human rights and social justice in a global perspective*. New York, NY: Oxford Press.
- Prigoff, Arline. (2000). *Economics for social workers: Social outcomes of economic globalization with strategies for community action*. Thousand Oaks, CA: Sage Publishers.
- Ramanathan, C. & Link, R. (2004). *All our futures: Social work practice in a global era*. New York, NY: Brooks/Cole.
- Reicher, E. (2006). *Understanding human rights: An exercise book*. Thousand Oaks, CA: Sage Publications.
- Sachs, J. D. (2005). *The end of poverty: Economic possibilities for our time*. New York: Penguin Press.
- Slavin, Peter. (2002). Profession has global role: Social work's international nature is explored. *NASW NEWS* (47)3. Washington, DC: National Association of Social Workers.
- Sowers, K., & Rowe, W.S. (2006). *Social work practice and social justice: From local to global perspectives*. Florence, KY: Cengage Learning.
- van Wormer, Katherine. (2006). *Introduction to social welfare and social work: The U.S. in global perspective*. Florence, KY: Cengage Learning.

BIBLIOGRAPHY (Older References)

- American Council for Nationalities Service. (1993). *Refugee reports*. Brentwood, TN: A News Service of the U.S. Committee for Refugees.
- Antal, A.B., Dierkes, M. & Weiler, H.N. (1987). *Cross-national policy research:*

- Traditions, achievements and challenges.* In M. Dierkes, H.N. Weiler, & A.B. Antal (eds.), *Comparative policy research: Learning from experience*, pp. 13-30. Brookfield, VT: Gower Publishing.
- Axford, B. (1995). *The global system: Economics, politics and culture*. Cambridge: Polity Press.
- Bali, S. (1997). *Migration and refugees*. In B. White, R. Little, and M. Smith (eds.), *Issues in world politics*. London: Macmillan.
- Bellow, W. (1994). *Dark victory: The United States, structural adjustment and global poverty*. Oakland, CA: Food First.
- Braun, D. (1994). *The rich get richer: The rise of income inequality in the United States and the World*. Chicago: Nelson-Hall.
- Brecher, J., & Costello, T. (1995). *Global village or global pillage: Economic reconstruction from the bottom up*. Boston: South End Press.
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- George, S. (1990). *A fate worse than debt: The world financial crisis and the poor*. New York: Grove Weidenfeld.
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- Hoff, M.D., & McNutt, J.G. (eds.). (1994). *The global environmental crisis: Implications for social welfare and social work*. Aldershot, UK: Avebury.
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Whitaker, W. H., & Federico, R.C. (1997). *Social welfare in today's world*, 2nd ed. New York: McGraw-Hill.

Partial List of Social Work Journals Related to Global/International Issues:

Ageing International
International Affair
International Family Planning Digest
International Family Planning Perspectives
International Journal of Aging and Human Development
International Journal of Children's Rights
International Journal of Health Planning and Management
International Journal of Intercultural Relations
International Journal of Politics, Culture, and Society
International Journal of Social Economics
International Journal of Social Welfare
International Journal of Sociology and Social Policy
International Journal of Urban and Regional Research
International Migration Review
International Social Science Journal
International Social Work
Journal of International Comparative and Social Welfare
Studies in International Comparative Development
 Women's Studies International Forum

Media Sources:

- *New York Times*: www.nytimes.com
- *Washington Post*: www.washingtonpost.com
- *U.S. News and World Report*: www.USNews.com
- *Time*: www.time.com
- *The Wall Street Journal*: www.wallstreetjournal.com
- *Boston Globe*: www.boston.com/globe/
- British Broadcasting Corporation: www.bbc.co.uk
- Center for Global Research (<http://www.globalresearch.ca>)
- Democracy Now!: www.democracynow.org
- Global Issues: www.globalissues.org
- Newsinsider: www.newsinsider.org
- *The Guardian*: www.guardian.co.uk/
- The Nation: www.thenation.com
- *The Progressive*: www.progressive.org
- Truth Out: www.truthout.org

- World News: www.worldnews.com
- Public Radio International: www.pri.org

WEB Sites:

Amnesty International

<http://www.amnesty.org/>

Bureau of Justice Statistics

<http://www.ojp.usdoj.gov/bjs/>

California Association of Human Relations Organizations

<http://www.cahro.org/>

FedStats: The gateway to statistics from over 100 U.S. Federal agencies

<http://www.fedstats.gov/>

Female Genital Mutilation Homepage

<http://www.hollyfeld.org/fgm/index.html>

International Association for Cross-Cultural Psychology

<http://www.fit.edu/CampusLife/clubs-org/iaccp>

International Social Service

www.iss.ssi.org/index.html

Online News Hour – Race Relations Reports

http://www.pbs.org/newshour/bb/race_relations/race_relations.html

Peace Corps

<http://www.peacecorps.gov/indexf.cfm>

Racism and Prejudice Psychological Perspectives

<http://www.bhs.mq.edu.au/aps/publications/racism/contents.html>

United Nations

<http://www.un.org/>