**LOCATOR INFORMATION:**

Semester:
Course Number and Name: SWRK 517: International Social Work
Semester Hours of Credit: 3 s.h.
Day/Time Class Meets:
Instructor’s Name:
Office Phone#:
Email Address:
Office Location:
Office Hours:

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**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

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**II COURSE DESCRIPTION:**

This course introduces students to the international dimensions of social work practice. Special attention is given to the present and future role of International social work professionals. Additionally, the role and responsibilities of United Nations, global human rights organizations, international aid agencies, intergovernmental and nongovernmental agencies are addressed. Students develop an understanding of poverty, violence, structural adjustment, debt crisis, migration, human rights issues, exploitation of children and women, other populations at risk, and social and economic justice issues within a global perspective. Also addressed are international aspects of domestic practice, policy formulation, and advocacy from a global perspective.

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990,
if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook:


*FSU STUDENT MANUAL*

RESERVED READINGS


**NOTE: Additional readings may be assigned during the semester**

V. *Student Learning Objectives – are in accord with UNC Tomorrow guidelines:*

4.1.1 To focus on equipping students with tools they need to adapt to a changing environment;

4.1.2 To ensure that research should be globally relevant and significant;
4.1.3 To focus on global competitiveness in a changing world.

VI. *Student Learning Outcomes –* Upon successful completion of this course, students will be able to:

1. Critically evaluate and acquire an understanding of the historical development of international social work.

2. Examine, apply, and evaluate theoretical framework, knowledge, values, and ethical principles as they relate to international social work, responses to human diversity, and behavior of people in their social environments.

3. Demonstrate awareness of practice implications for working with ethnic, religious, cultural, and national minority groups.
4. Understand factors and underlying tensions that contribute to violence, vulnerability, exploitation, marginalization, oppression, classism, sexism, sexual preference, and discrimination.

5. Describe the roles and responsibilities of global services and organizations to include United Nations, Organization of American States, Organization of African Unity, Organization for Security and Cooperation, human rights agencies, and international aid.

6. Identify barriers within an international perspective that lead to inappropriate and inadequate social services by non-governmental organizations, and government entities.

7. Demonstrate understanding of specialized skills regarding trauma counseling, rehabilitation of war victims, empowerment, community development, post-disaster reconstruction, prevention, self-help initiatives, peace building, conflict mediation, and policy analysis and development.

8. Identify personal values and beliefs about people of color, cultural values, beliefs and behaviors and how their beliefs will impact social work practice.

9. Identify social work practice and interventions strategies that are culturally appropriate with internationally diverse cultures in urban and rural environments.

VII.

**Attendance and Participation Policy**

Class time is limited and much will be done every class period. Lectures, class discussions, presentations, and group project decisions are all important. Class attendance and participation mean students will come to class having read the assigned materials and being prepared to discuss them. Regular and punctual class attendance is essential to the enhancement of student performance. Perfect attendance alone will result in a 75% participation grade. If students are absent for any reason, it is their responsibility to find out from other students what they have missed.

**Student projects:**

Class presentations are expected of each student. Topics to be researched will be discussed in class. Presentations will summarize international events and situations that affect the lives of populations at risk worldwide. Each presentation will be allowed 45 minutes.

**Book Reports:**
Each student will submit a written book report (8-10 pages) by a foreign author. The book should examine social, political, economic, environmental, etc problems that have an international impact.

**Midterm Paper Due:**

Each student will write a 10-15 page (does not include reference pages) research paper on world regional groups such as SADC, CARICOM, EU, AU, etc. topics related to international social work issues. Topics are to be submitted for approval to Dr. Jackson-APA format only.

**Final Paper:**

**Research :**

Select one of the countries listed below. Write a 15-20 page research paper (not including references, double space, 1 inch margins, & 12 point font), and PowerPoint (with reference page), on how these international organizations are involved in supporting/working in or with, funding government operations, such as health care, education, land reform, peace or post war reconstruction, government operations, etc:

**Countries:**

Egypt,  
Germany.  
Ghana  
Japan,  
Mexico, 
Namibia,  
Tanzania  

**International Organizations**

World health organization  
International Labor Organization  
World Trade Organization  
International Red Cross  
United Nations  
International Monitory Fund  
The World Bank
What is the history, mission, purpose, and specialty of the organization? What is the history of the organization's involvement with this particular country? How long have they been working with/in the country? What services do they provide to the country?. Do they provide services to specific populations within the region?

(Book reports and research papers will be presented in class using available technology)

(All papers will be presented in class and should include a section on implications for social work practice)
SELECTED INTERNET RESOURCES:

http://www.apastyle.org/elecsource.html
National Association of Social Workers: http://www.socialworkers.org/
Publication Manual of American Psychological Association:

International Sites of Interest to Social Workers

http://www.un.org/aboutun/basicfacts/
BBC Africa - http://news.bbc.co.uk/1/hi/world/africa/default.stm
BBC Caribbean - http://www.bbc.co.uk/caribbean/
Caribbean Community ( CARICOM) - http://www.caricom.org/
Green Peace - http://www.greenpeace.org/international_en/
http://www.ciee.org/annual_conference.aspx
http://www.un.org/aboutun/basicfacts/
International Monetary Fund - http://www.imf.org/
Organization of American States - http://www.oas.org/
The communication Initiative - http://www.commint.com/
World Heath Organization (WHO) - http://www.who.int/en/
## Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Course Objective</th>
<th>Class Assignment</th>
<th>Activities: teaching techniques below</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Review of Syllabus</td>
<td>1,3</td>
<td>Course content/goals, objectives and expectations</td>
<td>Discussion regarding course contents, and expectation issues.</td>
<td>Question &amp; Answer.</td>
</tr>
<tr>
<td>Session 2</td>
<td>International social work</td>
<td>1,2,3,4</td>
<td>Cox &amp; Pawar: Chapter 1.</td>
<td>Lectures, small groups, class discussion &amp; participation experiential learning, speakers from international organizations.</td>
<td>Exams, quizzes, class discussion &amp; participation, homework assignments, class presentations, reaction papers, reports, and groups projects</td>
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<tr>
<td>Session 3</td>
<td>Integrated Perspectives</td>
<td>1, 2, 3,5,7,7</td>
<td>Cox &amp; Pawar Chapter 2 Approach to international social work</td>
<td>Lectures, class discussion &amp; participation, presentations, and video.</td>
<td>Exams, quizzes, class discussion &amp; participation, homework assignments, class presentations, reaction papers, reports, and groups projects</td>
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<tr>
<td>Session 4</td>
<td>The global context of interna</td>
<td>1, 2, 3,4,5,7</td>
<td>Healy p. 1-80 Cox &amp; Pawar Chapter 3.</td>
<td>Lectures, class discussion &amp; participation and learning from speakers of international organizations.</td>
<td>Exams, quizzes, class discussion &amp; participation, homework assignments, class presentations, reaction papers, reports, and groups projects</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Session 5</th>
<th>Basic programs and strategies</th>
<th>1, 2, 3, 4,5,7</th>
<th>Healy 81-126</th>
<th>Lectures, Video analysis of world social policies, and social work education.</th>
<th>Exams, quizzes, class discussion &amp; participation, homework assignments, class presentations, reaction papers, reports, and groups projects</th>
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<tbody>
<tr>
<td>Session 6</td>
<td>Development: Background and issues</td>
<td>Healy p. 126-151</td>
<td>Cox &amp; Pawar Chapter 5:</td>
<td>Lectures, Video analysis of world social policies, and social work education</td>
<td>Exams, quizzes, class discussion &amp; participation, homework assignments, class presentations, reaction papers, reports, and groups projects</td>
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<tr>
<td>Session 7</td>
<td>Development programs and strategies</td>
<td>Healy p. 151-170</td>
<td>Cox &amp; Pawar Chapter 6: Local level development, goals, &amp; key strategies.</td>
<td>Lectures, Video analysis of social work intervention on international issues.</td>
<td>Exams, quizzes, class discussion &amp; participation, homework assignments, class presentations, reaction papers, reports, and groups projects</td>
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<tr>
<td>Session 8</td>
<td>The Field of Poverty</td>
<td>4, 5, 6.</td>
<td>Presentation of Papers Healy, p. 171-193 Cox &amp; Pawar Chapter 7: Perspectives on poverty</td>
<td>Lectures, Video analysis of varied forms international social work issues. Projects Exams, quizzes, class discussion &amp; participation, homework assignments, class presentations, reaction papers, reports, and groups projects</td>
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<td>Session 9</td>
<td>The Field of Poverty</td>
<td>1, 2, 3, 4, 5, 7, 8.</td>
<td>Healy p. 194-219 Cox &amp; Pawar Chapter 8: Poverty alleviation.</td>
<td>Lectures, class discussion, &amp; participation experiential learning. Projects Exams, quizzes, class discussion &amp; participation, homework assignments, class presentations, reaction papers, reports, and groups projects</td>
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<tr>
<td>Session 10</td>
<td>Field of conflict and Post-conflict</td>
<td>1, 2, 3, 4, 5, 7</td>
<td>Healy p.220-238 Cox &amp; Pawar Chapter 9: Approach and conflict and peace issues.</td>
<td>Lectures, Video analysis related international issues. Projects Exams, quizzes, class discussion &amp; participation, homework assignments, class presentations, reaction papers, reports, and groups projects</td>
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<tr>
<td>Session</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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| 11      | The field of conflict and post conflict reconstruction. | Healy p. 239-260  
Cox & Pawar  
Chapter 10:  
Reconstruction programs and strategies | Lectures, Video analysis related international issues |
| 12      | Forced Migration  
Background and issues | Healy 260 - 280  
Cox & Pawar  
Chapter 11:  
Displacement | Exams, quizzes, class discussion & participation, homework assignments, class presentations, reaction papers, reports, and groups projects |
| 13      | Forced Migration Programs and Strategies | Presentations  
Cox & Pawar  
Chapter 12:  
Forced migration and displacement | Lectures, Video analysis related international issues |


<table>
<thead>
<tr>
<th>Session 14</th>
<th>Special Populations</th>
<th>Cox &amp; Pawar Chapter 13: Street children, child labor 7 AIDS orphans.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 15</td>
<td>Twenty-first Century Challenges</td>
<td>Cox &amp; Pawar Chapter 14: Challenges for international social work.</td>
</tr>
<tr>
<td>Session 16</td>
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</tbody>
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Evaluation:

a. Comprehensiveness in addressing assignment (see Taskstream Rubric)
b. Neatness, grammar, spelling and sentence structure
c. APA Format (if applicable)

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Exceptional</td>
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<tr>
<td>B</td>
<td>89-80</td>
<td>Above Average</td>
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<tr>
<td>C</td>
<td>79-70</td>
<td>Average</td>
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</tbody>
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A grade of **A** represents work which is of outstanding quality, well-researched, or unusually insightful; **B** work is that which is thoughtful and above the group average; **C** work meets but does not exceed expectations; **Below 70** work is inadequate, incomplete,
poorly organized and presented, or shows evidence of little thought or integration of concepts.

The following are elements considered in evaluating your participation:

a – Are you a good listener?
b – Do you contribute to the learning environment by sharing your relevant experiences and those you read about?
c – Do your comments show evidence of thorough analysis?
d – Do you ask constructive questions that help to deepen everyone’s understanding?
e – Do you distinguish between different kinds of data (i.e., facts and opinions)?
f - Are you willing to share ideas and information in a collegial fashion?
g – Are you willing to test new ideas, or are all comments “safe” (e.g., a repetition of the case facts without new insights)?
h - Are you willing to interact with other class members to help refine ideas?
  I – Do your comments build on earlier comments to advance the discussion or are you merely repeating earlier comments or raising points that do not fit into the current discussion?
  j – Do your comments incorporate concepts presented in previous sessions?
k – Do you make your points succinctly?

Grading Policy

There will be two research papers and one presentation throughout the course of the semester. Students must hand in assignments when they are scheduled. Make-up assignments will only be administered for legitimate university business, documented medical emergencies, or deaths. Make-ups will be scheduled with prior approval and arrangement with the instructor only.

Final Exam Policy

Make up final exams will normally not be given. A final exam may be given early under very extraordinary circumstances. Students who miss a final exam without giving the instructor prior notification will be assigned a final grade including a zero for the final. If a student has a legitimate, documented reason for missing the final exam, he or she should contact the instructor as soon as possible after the examination. During the next semester the instructor will arrange with the student a time to take the final exam, and submit a change of final grade form. THE INSTRUCTOR WILL NOT GIVE AN “I” (INCOMPLETE) GRADE FOR STUDENTS WHO MISS THE FINAL EXAMINATION UNLESS THE STUDENT HAS MADE A PRIOR AGREEMENT TO DO SO.
**Course Expectations**

Students are responsible for all material assigned and discussed in the course. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction per day, (day count includes weekends). Students are expected to complete assigned readings. Students are expected to participate in discussions, and group exercises. All students are required to have a university e-mail address.

**TEACHING STRATEGIES**

Teaching strategies will include a combination of Webcam lectures, multi-media presentations, computer applications, online discussions, Blackboard, and online student presentations.