New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [ ] Professional credit [ ]

1. School/Division [IUSSW]
2. Academic Subject Code [SWK]

3. Course Number [5712] (must be cleared with University Enrollment Services)
4. Instructor [Dr. Luca Sugawara]

5. Course Title [International Social Development in a Global Context]
   Recommended Abbreviation (Optional) [International SD]
   (Limited to 32 characters including spaces)

6. First time this course is to be offered (Semester/Year): [Fall 2008]

7. Credit Hours: Fixed at [3] or Variable from _________ to _________

8. Is this course to be graded S-F (only)? Yes [ ] No [X]

9. Is variable title approval being requested? Yes [ ] No [X]

10. Course description (not to exceed 50 words) for Bulletin publication: This course is an advanced seminar for graduate students interested in developing in-depth understanding of complex social issues in a global world. Students will have the opportunity to learn theories of development, critically analyze international agreements, and to explore and develop social development models.

11. Lecture Contact Hours: Fixed at [3] or Variable from _________ to _________

12. Non-Lecture Contact Hours: Fixed at _________ or Variable from _________ to _________

13. Estimated enrollment: 15 students, of which 100% percent are expected to be graduate students.

14. Frequency of Scheduling: [Annually]
   Will this course be required for majors? [No] as an elective

15. Justification for new course:
   [Need to internationalize the curricula]

16. Are the necessary reading materials currently available in the appropriate library? [Some are/Some are not existing in library.]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature]
Department Chairman/Division Director
[Date] 6/16/08

[Signature]
Dean of Graduate School (when required)
[Date]

Approved by:

[Signature]
Dean
[Date] 6/16/08

[Signature]
Chancellor/Vice-President
[Date]

University Enrollment Services
[Date]

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
International Social Development in a Global Context:  
Globalization, Actors, and Models of Practice

Course number: SWK-S712
Section: 30378
Session: Fall 2008
Meeting Time: Wednesday 6-8:40 pm
Classroom: ES 4130

Instructor: Dr. Carmen Luca Sugawara
Office Phone: 317-274-6729
Cell Phone: 202-812-0505 (for emergency only)
E-mail: cchucar@minding.edu
Office: ES 4151

Office Hours: Tuesdays 4pm-6pm; Thursdays 9am to noon, and by appointment.

I. COURSE RATIONALE AND DESCRIPTION:  This course is targeting students interested in developing an in-depth understanding of complex, global social problems. It is designed as an advanced seminar for PhD students, but will be open to interested MSW 600 level students as well. As our communities are becoming affected by increased transnational communication and growth of socio-politic and economic linkages, our citizens, especially marginalized groups, are becoming more susceptible to global problems. Thus, it is crucial for social workers to understand global issues and their implications for local communities; and to design appropriate interventions to address them. In this class, students will have the opportunity to familiarize with theories of development; critically analyze and apply international agreements; explore and appropriately use social development models; discuss international social development efforts at community, state, national and international levels; and understand the future of social work within an international context. Capturing the core values, knowledge, skills and processes that take place in the social development arena, this course is built around four major themes: 1) International social development and macro practice; 2) Globalization, socio-political and economic interdependence, and global social issues; 3) International agreements, models of social development, and best practices; and 4) International social work practice at home and abroad.

II. COURSE OBJECTIVES:  
In this course, students are expected to demonstrate achievement of the following objectives.

1. Understand the complexity of social development arena, its actors, and the role that social work plays in this sphere of practice.
2. Understand the globalization phenomenon, and its implications on marginalized groups.
3. Develop a comprehensive understanding of the international agreements and policies in international social development.
4. Critically analyze current development models in social development occurring throughout the world.
5. Using an asset-based perspective, demonstrate the ability to design and competently apply various models of practice that incorporate a global perspective.
6. Develop a comprehensive understanding of the relevance of international social work practices both locally and in international settings.
7. Evaluate ethical practices and the nature of universal principles.
III. REQUIRED TEXT


Weekly posted readings on the Oncourse website under SWK 790, 30378/Resource Tool.

IV. RECOMMENDED TEXT


The Economist. (http://www.economist.com/?GCID=S18298x054&Keywrod=the+economist)


Foreign Policy. (http://www.foreignpolicy.com)

International Federation of Social Work http://www.ifsw.org


NOTE: All readings are required for the date they have been listed under. It is imperative that you go through the readings prior to class, so we can maximize the time we have in class, by discussing the readings and adding to them, through applications, class activities, and critical thinking. The readings uploaded on the Oncourse Resource Tab are required readings. I will take the liberty of adding other relevant readings to this reservoir of resources throughout the semester. You will receive an email notification for each new reading added to the Oncourse list. Please see at the end of this syllabus a bibliographical list that you might be of use to your preparation of working with international social work issues.
V. CLASS ASSIGNMENTS:

- **Class Presentation**—Students will be asked to make a 30 minutes presentation on a specific social development issue (international agreements and their implementations in specific regions/countries, models of development, community development initiatives, or on very specific global or local problems). More details on these requirements will be given in class. The presentations will be scheduled over the last 3 weeks of the semester and will count for 30% of the final grade.

- **Global issue Paper**—Write a scholarly paper on the same topic presented in the class presentations (Due, December 3rd, 2008). This paper will account for 50% of the student’s grade.

- **Class Participation** with reading highlights. Class Participation (20%) is essential for this seminar as the learning process is primarily derived from students’ dialogue and the critical understanding of the social development issues covered throughout the course. Considering the large amount Students will be asked to work

Reading Highlights: Beginning with 3 class, student will be asked to prepare highlights of the journal readings for one class session. Article Highlights should be no more than 3 pages typed and can be presented as notes, in bullet form, as an outline, or in brief summary paragraphs. To facilitate distribution to class members, students are strongly encouraged to use ONCOURSE mail to submit their highlights to the instructor and all class members. In their highlights, students should:

- Summarize the key points of the article.
- Briefly share personal thoughts and reactions about the topic, and
- Present a thought-provoking question to the class for discussion.

Please label your highlights in the subject area on ONCOURSE mail as follows: ‘Article Highlights for Sept 10’. Students may be asked to assist in leading a discussion of the readings in class.

VI. OUTLINE OF CONTENT AND READINGS:

Unite 1: International Social Development and Macro-Social Work Practices

Week 1, August 20, 2008: Course Overview. 
This first session will provide an overview of the course, and discuss its relevance in preparing social workers to working with ‘citizens of the world’.

Week 2, August 27: Historical Perspective of International Development.
This class will start with a brief overview of the colonialism and post-colonialism discourse to understand the major critique and approaches to social development assistance. It will also cover a brief historical and political context of international development, along with the basic international agencies of development, and the role of social work practice in a global context.

Readings for this Week


**Week 3, September 3 2008: Cultural Competence in International Social Work Practice.**
This class will cover two main ethical theories (Utilitarianism and Deontological), their application in designing and implementing development assistance programs, and discuss how cultural understanding, cultural competence, and professional ethics apply at home and abroad.

**Readings for this Week**
- Additional reading materials as assigned in class.

**Unit 2: Globalization, Interdependence, and Social Problems**

**Week 4, September 10, 2008: Understanding the Globalization Phenomenon and Poverty, Inequality and Inequity.** This session will cover synergistic views of globalization, emerging critiques of this phenomenon, and its impact on global and national poverty. We will explore and discuss the impact of Western civilizations on global poverty.

**Readings for this Week**
- Additional reading materials as assigned in class.

**Week 5, September 17, 2008: Globalization and Human Trafficking.**
The class will cover recent trends in human trafficking, major development assistance programs working on this issue, and the presence of human trafficking in local Indiana communities. In addition, the class will discuss the many roles a social worker can play in addressing this problem.

**Readings for this Week**
• Human Trafficking: A web resource for combating human trafficking --International Initiatives (http://www.humantrafficking.org/combattrafficking/international_initiatives)
• Academy for Educational Development: Trafficking of People Information Center (TOPIC) Website (http://www.aed.org/Projects/TOPIC.efm)
• Additional reading materials as assigned in class.

Week 6, September 24, 2008: Women and Children in the Global Context.
This class will specifically address how globalization affects women and children, particularly addressing public health concerns (HIV/AIDS); literacy and education; child labor and the role of TNC in child labor/sweatshops. In addition, it will explore and analyze several worldwide approaches to improving women’s and children’s quality of life, as well as the impact of cultural practices on human rights, and ethical dilemmas concerning culturally sensitive practices.

Readings for this Week
• Additional reading materials as assigned in class.

Week 7, October 1, 2008: War and Development.
This class will cover specific issues affecting displaced populations and the impact of war on women and children. Special attention will be given to the following: child soldiers, the issue of internally displaced populations versus refugees and the impact of refugee communities on the host countries.

Readings for this Week


**Unit 3: International Agreements, Policy Instruments, and Social Development Models**

**Week 8, October 8, 2008:** NO CLASS. During this time, students will be asked to work on their class presentations and submit to the instructor a one page outline on their topic (Due October 15).

**Week 9, October 15: International Agreements and Policy Instruments used in Social Development.**

This section will focus on knowledge, access, and implementation of international agreements (UN Convention on the Rights of Children, Millennium Development Goals, Agenda 21, Beijing Declaration and Platform for Action, Durban Declaration, UN Resolution 1325, World Conference on Aging, and World Summit on an Information Society).

**Readings for this Week:** To be added on Oncourse

**Week 10, October 22, 2008:** Models of Social Development and Sustainability. This class will revisit and discuss the concept of civil society and social capital, followed by the capacity building, social fund and community driven development approaches to social development.

**Readings for this Week:**
• Additional reading materials as assigned in class.

**Week 11, October 28, 2008:** Models of Social Development (Cont.). Micro-Enterprise Model and Youth Mapping.

**Readings for this Week:**


Additional reading materials as assigned in class.

**Unit 4: International Social Work at Home and Abroad**

**Week 12, November 5, 2008: Mapping out the international development assets at the state level.**

**Guest Speaker (TBD)**

This section will focus on discussing the many local organizations and programs that address international social development issues, as well as discuss possible career paths for social workers interested in international social development. In addition, discussions regarding the universality or particularity of ethical principles applied to international social work will take place.

**Readings for this Week:** Readings materials to be added on Oncourse

**Week 13, 14, 15 (November 12, 19, December 2): Class Presentations.** During these three sessions, students will have the opportunity to enhance their public presentations/ debates skills, in addressing issues of their interest. The audience (students and other colleagues interested in attending these events) will be asked to provide feedback and actively stay involve in these learning processes.

**VII. EVALUATION AND GRADING**

**Assignments and Grading**

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<tr>
<th>Assignment</th>
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<tr>
<td>Power-point/Poster Presentation</td>
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<tr>
<td>Final Paper</td>
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<td>Participation &amp; Reading Highlights</td>
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**Total:** 100%

**Grading Scale for the Course**

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<tr>
<th>Score Range</th>
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<td>45 or below</td>
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VIII. COURSE POLICIES:

A. APA: All material must be in APA format, typed, double-spaced, paginated. References must be carefully documented. Students may consult the APA website at: http://www.apastyle.org/

B. EXTENSIONS: Extensions beyond the due date of assignments must be approved by the instructor in advance of the due date. Otherwise, points may be deducted for late materials.

C. RESPECT: Students are expected to respect the opinions and feelings of other students, instructor, and guest speakers, although they differ from their own.

D. COURSE EVALUATION: An evaluation of the course and its instructor will be completed at the midpoint and at the end of the course, consistent with the School’s academic policy.

E. PLAGIARISM AND CHEATING: Plagiarism is the presentation of another’s work as your own. Plagiarism and other forms of cheating are not only illegal but also unacceptable in this class. Verified plagiarism or other forms of cheating will result in a grade of "F" for the exam or assignment. You must submit a hard copy of your paper and by disk in order to verify authenticity of your work.

Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one’s own) will fail the course. Failure of a required social work course will result in automatic dismissal from the social work program. A student’s right to appeal such dismissal is outlined in materials distributed at student orientation meetings.

To avoid plagiarism, credit sources whenever you use someone else’s language or ideas. Such crediting must be detailed and specific. Normally, simply including a literature citation in your list of reference is insufficient. Rather, you must specifically acknowledge a source each time you use the source, paragraph-by-paragraph, even sentence-by-sentence as necessary. See the Publication Manual of the American Psychological Association (5th Edition) for guidelines for in-text references.

F. STUDENTS WITH SPECIAL NEEDS: Any student who may need special arrangements or accommodation to meet the requirements of this course is encouraged to contact Pamela King, Director, Adaptive Educational Services, phone 274-3241, TDD 278-2050. Accommodations should be sought as quickly as possible in the course and are the responsibility of the student to pursue.

G. AMERICANS WITH DISABILITIES ACT POLICY

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor within the first three (3) weeks of class. Adaptations of teaching methods and class materials, including text and reading materials or testing, will be made as needed to provide equitable participation. Also, contact the University’s Office of Adaptive Educational Services by telephone at (317) 274-3241/(TDD/TTY: 317-278-2050) or by e-mail at http://life.iupui.edu/.
H. APPOINTMENTS: I will be available before and after class upon request. The best way to ensure that you will meet with me is by making an appointment via email. My e-mail address is clucasug@iupui.edu.

BIBLIOGRAPHY:


International Association of Schools of Social Work. [http://www.iassw-aiets.org](http://www.iassw-aiets.org)

**FILMS:** Black Gold; City of Angels; Blood Diamond; White, B. (2006). Sierra Leone’s Refugee All-Stars. Documentary.

S712: International Social Development in a Global Context: Globalization, Actors, and Models of Practice

Possible Points: 1% per class x 15 class sessions = 15%

Scoring Criteria:
1% =
- attended class
- turned in assignments due that day, if applicable
- actively participated in small group exercises and class discussions
- bring questions to class from weekly readings, including New York Times
- students will complete a self-evaluation score sheet weekly (the evaluation forms are designed based on the above scoring criteria)

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<tr>
<th>DATE</th>
<th>POINTS</th>
<th>NOTES</th>
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<tr>
<td>Week 1</td>
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Etc.

TOTAL
Globlization, Actors, and Models of Practice: International Social Development in a Global Context

IU School of Social Work, Fall 2008
NEW COURSE ON INTERNATIONAL SOCIAL WORK

For more information about this course, please contact Dr. Linda Shawe at lshaweed@indiana.edu.