I. COURSE PURPOSE

This course, offered to students in the Master’s and Doctoral Programs, builds upon and expands the knowledge, values, and skills of social policy, development, and evaluation. The goals of this course are to broaden students’ perspectives of the world (its needs, problems, and resources) and to examine the role of the professional in addressing these issues. As the world grows smaller, due to the revolutions in communication and technology, there is an increasing pressure to form regional, international, and global agreements and structures for economic, political, and environmental cooperation. As these changes take place, a number of social consequences have become apparent that are of concern to social workers and other professionals. This course addresses three interrelated themes relevant to current international realities: 1) globalization and its social, economic, political, cultural, and environmental consequences for human rights and well-being; 2) social policy and social development as strategies of sustainable change; and 3) the need for understanding of and sensitivity to socio-cultural-national differences, which are critical for effective practice overseas or in our own internationalized communities. Specifically, the course will address the following topics:

Unit I: Context and Conceptual Frameworks for International Social Work
A. Scope of International Social Work
B. Globalization and Global Issues
C. Social Development and Human Rights
D. Social Services in a Global Context: Analysis of Social Policy
E. Theories and Models of Social Development

Unit II: Global Issues and Social Development: Challenges and Strategies
A. Poverty, Inequality and Marginalization
B. Disease and Health Disparities
C. Conflict and War/Displacement and Refugees
D. Climate Change and Environmental Degradation
E. International Social Development with the Most Vulnerable: Children, Women, the Elderly, Indigenous Peoples and Minorities, Persons with Disabilities, and Immigrants/Refugees
II. EDUCATIONAL OBJECTIVES

Upon completion of this course students will be able to:

1. Understand the concept of globalization and its economic, political, technological, environmental, cultural, and social welfare implications in regards to the lives of individuals, families, and communities;

2. Specify consequences of globalization for international practice and the professional;

3. Understand the interactive dynamics between globalization and global issues, human rights, and social development.

4. Analyze social policies across various global issues and national contexts;

5. Identify and apply models of social development and specific strategies for change across various global issues and national contexts.

6. Articulate both current challenges and specific social development strategies in regards to the global issues of poverty, inequality, human rights, health, conflict, environmental degradation, displacement and migration, and service delivery with vulnerable populations.

7. Demonstrate understanding and sensitivity to multicultural issues in international work.

8. Identify the relevance and implications of course content for international practice at home and opportunities for international practice abroad.

III. COURSE REQUIREMENTS

A. Required Texts/Readings:


These texts are available at the CUA Bookstore. Other Supplemental Readings are also assigned throughout the course (see Course Outline). The instructor will make these available to students.
B. Other Recommended Texts:


C. Course Assignments and Weights. The following lists the course assignments and the relative weights for each assignment. Detailed instructions for each part of the Scholarly Paper will be distributed by the instructor.

1. **Global Social Issue/Problem Statement re: Scholarly Paper (ungraded):** Each student will select a global social issue/problem that exists in a particular nation or region of the world as the topic for developing their Scholarly Paper. The first step is to submit a brief statement to the instructor, which: a) identifies the selected global issue/problem; and b) specifies the nation or region of the world to be explored by the student. The instructor will provide feedback re: suitability of the selection for development of the Scholarly Paper. **DUE Class Session #3.**

2. **Scholarly Paper: Part I – Explication of Global Social Issue/Problem (25%):** The first section of the scholarly paper will provide a detailed overview of the selected issue/problem, delineating factors covered in class. **DUE Class Session #7.**

3. **Scholarly Paper: Part II – Analysis of Social Policy (25%):** This section of the scholarly paper will provide an analysis of an existing local, regional or national policy relative to the selected global issue/problem using approaches to policy analysis covered in class. **DUE Class Session #11**

4. **Scholarly Paper: Part III – Proposed Social Development Approach and Strategies (40%):** The final section of the scholarly paper focuses on proposed social development approach and strategies related to the selected global issue/problem. **DUE Class Session #14**

[The Scholarly Paper will be a “progressive paper” in that earlier sections will be turned in with later sections to culminate in a final product that contains all 3 parts. Evaluation of the final section (Part III) will be partially based on students’ attention to feedback provided in evaluation of the earlier sections, as well as the quality of the final section.]

5. **Class Participation (10%):** Students are expected to be engaged participants and co-learners in this course. Class participation will be assessed by both attendance and active participation in class discussions and activities. Unexcused or multiple absences will lower the attendance and participation grade. More than three unexcused absences will result in a failing grade for the course.
D. **Grading Policy:** The grade for this course will be based on the University Graduate Grading System. Final grades will be determined by multiplying letter grades by assignment weight.

E. **Course and Instruction Evaluation:** NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu](http://evaluations.cua.edu) using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to this feedback.

### IV. CLASS EXPECTATIONS

A. **Scholastic Expectations:**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

B. **Academic Honesty:**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

C. **Accommodations:**

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

D. **Attendance and Participation:**

Students are expected to attend all class sessions and to arrive to class on time. If you know you must be absent for a particular session, please notify the instructor in advance. If absent due to illness, please notify the instructor as soon as possible. Students are responsible for obtaining any class notes or other materials missed due to absence. Unexcused or multiple absences will result in a reduction of the final grade. Students are expected to read all required readings listed on the course outlines and be prepared to participate in classroom discussions. Students are also expected to take responsibility for being an active part of the learning experiences for themselves and others.
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic, Readings, and Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 – 1/14</td>
<td><strong>COURSE OVERVIEW AND INTRODUCTIONS; CO-CREATING A LEARNING ENVIRONMENT; SCOPE OF INTERNATIONAL SOCIAL WORK</strong></td>
</tr>
<tr>
<td></td>
<td><em>Required Text Readings:</em></td>
</tr>
<tr>
<td></td>
<td>• Cox &amp; Pawar: Chap. 1</td>
</tr>
<tr>
<td></td>
<td>• Healy: Chaps. 1 &amp; 8</td>
</tr>
<tr>
<td></td>
<td>• Mapp: Appendix B</td>
</tr>
<tr>
<td></td>
<td><em>Required Supplemental Readings:</em></td>
</tr>
<tr>
<td>#2 – 1/21</td>
<td><strong>GLOBALIZATION AND GLOBAL ISSUES</strong></td>
</tr>
<tr>
<td></td>
<td><em>Required Text Readings:</em></td>
</tr>
<tr>
<td></td>
<td>• Cox &amp; Pawar: Chaps. 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>• Healey: Chaps. 2 &amp; 4</td>
</tr>
<tr>
<td></td>
<td><em>Required Supplemental Readings:</em></td>
</tr>
<tr>
<td>#3 – 1/28</td>
<td><strong>SOCIAL DEVELOPMENT AND HUMAN RIGHTS</strong></td>
</tr>
<tr>
<td></td>
<td><em>Required Text Readings:</em></td>
</tr>
<tr>
<td></td>
<td>• Healy, Chap. 3, 9 &amp; 10</td>
</tr>
<tr>
<td></td>
<td>• Mapp: Chaps. 1, 2 &amp; 8; Appendix A</td>
</tr>
<tr>
<td></td>
<td><em>Required Supplemental Readings:</em></td>
</tr>
<tr>
<td></td>
<td>✤ GLOBAL SOCIAL ISSUE/PROBLEM STATEMENTS DUE</td>
</tr>
<tr>
<td>Session/Date</td>
<td>Topic, Readings, and Assignment Due Dates</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>#4 – 2/4</td>
<td><strong>SOCIAL SERVICES IN A GLOBAL CONTEXT: ANALYSIS OF SOCIAL POLICY</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Required Text Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>• Healy, Chaps. 5 &amp; 12</td>
</tr>
<tr>
<td></td>
<td><strong>Required Supplemental Readings:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#5 - 2/11</th>
<th><strong>THEORIES AND MODELS OF SOCIAL DEVELOPMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Readings Texts:</strong></td>
</tr>
<tr>
<td></td>
<td>• Cox &amp; Pawar: Chaps. 4, 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td><strong>Required Supplemental Readings:</strong></td>
</tr>
</tbody>
</table>

**Unit II: Global Issues and Social Development: Challenges and Social Development Strategies**

<table>
<thead>
<tr>
<th>#6 - 2/18</th>
<th><strong>POVERTY, INEQUALITY, AND MARGINALIZATION: CHALLENGES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Readings Texts:</strong></td>
</tr>
<tr>
<td></td>
<td>• Cox &amp; Pawar: Chap. 7</td>
</tr>
<tr>
<td></td>
<td><strong>Required Supplemental Readings:</strong></td>
</tr>
</tbody>
</table>
**Session/Date**  | **Topic, Readings, and Assignment Due Dates**
--- | ---
#7-2/25 | **POVERTY, INEQUALITY, AND MARGINALIZATION: SD STRATEGIES**
**Required Readings Texts:**
- Cox & Pawar: Chap. 8

**Required Supplemental Readings:**

* SCHOLARLY PAPER: PART I (EXPLICATION OF GLOBAL ISSUE/PROBLEM) DUE

#8-3/4 | **DISEASE AND HEALTH DISPARITY - THE INTERNATIONAL AIDS EPIDEMIC AND OTHER HEALTH CONCERNS: CHALLENGES**
[Instructor in Philippines – Guest Instructor: Dr. Fred Ahearn]

**Required Text Readings:**
- Mapp, Chap. 6

**Required Supplemental Readings:**
3/11 SPRING BREAK – ENJOY!

#9 – 3/18 DISEASE AND HEALTH DISPARITY - THE INTERNATIONAL AIDS EPIDEMIC AND OTHER HEALTH CONCERNS: SD STRATEGIES

Required Readings:

#10 – 3/25 CONFLICT AND WAR/DISPLACEMENT AND REFUGEES: CHALLENGES

Required Text Readings:
- Cox & Pawar: Chap. 9 & 11
- Mapp, Chap. 5

Required Supplemental Readings:

4/1 Maundy Thursday Holiday
#11 – 4/8

**CONFLICT AND WAR: SD STRATEGIES**

**Required Text Readings:**
- Cox & Pawar: Chap. 10 & 12

**Required Supplemental Readings:**

**SCHOLARLY PAPER: PART II (ANALYSIS OF SOCIAL POLICY) DUE**

#12 – 4/16

**CLIMATE CHANGE AND ENVIRONMENTAL DEGRADATION: CHALLENGES**

**Required Supplemental Readings:**
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic, Readings, and Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>#13– 4/22</td>
<td><strong>CLIMATE CHANGE AND ENVIRONMENTAL DEGRADATION: SD STRATEGIES</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Required Supplemental Readings:</strong></td>
</tr>
<tr>
<td>#14 -4/29</td>
<td><strong>INTERNATIONAL SOCIAL DEVELOPMENT WITH THE MOST VULNERABLE – CHILDREN, WOMEN, THE ELDERLY, INDIGENOUS PEOPLES AND MINORITIES, PERSONS WITH DISABILITIES, AND IMMIGRANTS/REFUGEES</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Required Text Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>• Cox &amp; Pawar: Chap. 13</td>
</tr>
<tr>
<td></td>
<td>• Mapp, Chaps. 3, 4 &amp; 7</td>
</tr>
<tr>
<td></td>
<td><strong>Required Supplemental Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>Go to the OHCHR website at: <a href="http://www2.unog.ch/intinstr/uninstr.exe?language=en">http://www2.unog.ch/intinstr/uninstr.exe?language=en</a></td>
</tr>
<tr>
<td></td>
<td>Select 2 of the following areas (“Rights of Indigenous Peoples and Minorities,” “Rights of Women,” “Rights of the Child,” “Rights of Older Persons,” “Rights of Persons with Disabilities,” or “Rights of Migrants”) and read all of the documents listed under the two selected areas.</td>
</tr>
<tr>
<td></td>
<td><em>(Readings for Class Session #14 continues)</em></td>
</tr>
<tr>
<td>Session/Date</td>
<td>Topic, Readings, and Assignment Due Dates</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>#14-4/29 cont.</td>
<td>Then read the <strong>2 articles</strong> that correspond with the <strong>2 areas</strong> you’ve selected:</td>
</tr>
</tbody>
</table>

✈ **SCHOLARLY PAPER: PART III (SOCIAL DEVELOPMENT APPROACH & STRATEGIES) DUE**
Additional Bibliography


