ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>College of Public Programs</th>
<th>Department</th>
<th>School of Social Work</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWU</td>
<td>462</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Is this a cross-listed course?  No
If yes, please identify course(s)

Is this a shared course?  No
If so, list all academic units offering this course

Requested designation: Cultural Diversity in the United States-C
Note - a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact Phylis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
☐ Signed General Studies Program Course Proposal Cover Form
☐ Criteria Checklist for the area
☐ Course Catalog description
☐ Course Syllabus
☐ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name: Cecilia Ayon
Phone: 6024961196

Mail code: 3920
E-mail: cecilia.ayon@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Michelle M Carney
Date: 12/1/14

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11, 12/11, 7/12, 5/14
CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>CULTURAL DIVERSITY IN THE UNITED STATES</strong></td>
</tr>
</tbody>
</table>

1. A Cultural Diversity course must meet the following general criteria:

- The course must contribute to an understanding of cultural diversity in **contemporary** U.S. Society.

2. A Cultural Diversity course must then meet **at least one** of the following specific criteria:

   a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.

   b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.

   c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.

*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
## Course Prefix  | Number | Title                   | General Studies Designation
---|---|-------------------------|-------------------------
SWU | 462 | Global Social Welfare | Cultural Awareness

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
<tr>
<td>2.a. study of cultural-specific elements of ethnic minority groups in the U.S.</td>
<td>Examines the cultural elements and contributions of immigrants and refugees in contemporary U.S. society. Primary focus on immigrants from Mexico and Central America to the U.S. southwest, and refugees resettling from the U.S. from Africa and Asia.</td>
<td>See Syllabus, pp. 18-20.</td>
</tr>
<tr>
<td>2.c. study of the social, economic, political dimensions of relations between and among racial, ethnic and linguistic minority groups within the U.S.</td>
<td>Examines the structure of social policies and social services as it relates specifically to immigrants and refugees in contemporary U.S. society. Primary focus on immigrants from Mexico and Central America to the U.S. southwest, and refugees resettling from the U.S. from Africa and Asia.</td>
<td>See Syllabus, pp. 18-20.</td>
</tr>
</tbody>
</table>
SWU 462 Global Social Welfare

Catalog description:

Analyzes social work’s response to international social issues and human need from the perspectives of globalization, development, and human rights.
I. Name of Course: SWU 462: Global Social Welfare

II. Program Level: BSW 400; Elective

III. Course Requirements: Prerequisite: SWU 498 Senior Status

IV. Course Description:

Analyzes social work’s response to international social issues and human need from the perspectives of globalization, development, and human rights.

V. Rationale for Course:

This course is designed for social work students interested in pursuing analysis of key international social work issues. It approaches the topic from the perspective of human rights, development, and the globalization of social, economic and political activities, and their impact on social welfare. Students will gain understandings of comparative social policies and services; international social work education, professionalization, and practice contexts; and innovative international practice models such as rights-based and developmental approaches to social work practice. Students will acquire knowledge of international social welfare organizations and activities and the analytical skills to address and debate complex international issues. This course investigates social work’s role in responding to issues such as global poverty and inequality, human development across the life course, conflict and human rights violations, and international issues with special local relevance such as migration, refugees, and trafficking.

IV. Course Competencies: Upon successful completion, students will be able to:

1. Critically evaluate theoretical perspectives on international social work, and develop the capacity to apply them to complex international social problems and social responses [2.1.3].

2. Identify and describe the concepts and controversies surrounding globalization, development, and human rights [2.1.5].

3. Apply international social indicators to understand and assess the extent of human development, human rights, and social conditions among the world’s diverse peoples [2.1.4].
4. Display knowledge of informal and formal social supports and social welfare provisions in diverse world regions and countries [2.1.3].

5. Demonstrate familiarity with international social work organizations and institutions around the globe [2.1.3].

6. Appraise the prevalence of social problems and identify social work responses in specific countries, and transnational responses to international issues [2.1.9].

7. Recognize the conflicts and contradictions that influence international social work, and key debates such as the universality of rights and the indigenization of social work [2.1.3].

8. Understand social work policy, practice, research and education in a global context [2.1.3].

V. Course Units:

1. Key Paradigms and Perspectives on International Social Work
   a. Globalization and international systems of social welfare
   b. Development, poverty and inequality
   c. Human rights and social justice


3. International Social Work across the Life Course
   a. Children
   b. Older adults

4. Key Issues and Problems in International Social Work
   a. Social development
   b. Conflict, violence, and oppression

5. International Social Work Comes Home
   a. Refugees
   b. Migration
   c. Trafficking

6. Global Social Work

VI. Key Course Concepts:


Unit 3: comparative social policy, child labor, child domestic workers, child soldiers, international adoptions, Hague Convention on inter-country adoptions, global aging burden, replacement ratio

Unit 4: transitional justice, restorative justice, war crimes, post-conflict reconstruction, Truth and Reconciliation Commissions, social development, community development, micro-enterprise, micro-credit, conditional cash transfer, developmental social work

Unit 5: migrants, remittances, immigration policy, human rights of migrants, refugees, asylum, refugee resettlement, human trafficking, slavery, Trafficking Victims Protection Act

Unit 6: development, adoption, and application of the global social work agenda, revisions to the international definition of social work

VII. Required Texts:

There is no required textbook for this class. Course readings are available through ASU Library and Blackboard. The instructor may add readings throughout the semester.

VIII. ASU Policies:

Students are responsible for reviewing and complying with the following policies:

Academic Integrity Policy:
http://www.asu.edu/studentaffairs/studenlife/judicial/academic_integrity.htm

Student Code of Conduct:
http://www.asu.edu/studentaffairs/studentlife/judicial/

Computer, Internet, and Electronic Communications Policy:
https://techbase.asu.edu/wiki/index.php/Computer,_Internet_and_Electronic_Communications

School of Social Work Student Academic Integrity Policy:
http://ssw.asu.edu/portal/filelib/students/PlagiarismPolicy.pdf

National Association of Social Workers Code of Ethics:
http://www.socialworkers.org/pubs/code/code.asp

Violations of these policies such as plagiarism will result in a failing grade.

Your oral and written (i.e. E-mail) communications for this class are to be professional and courteous. During class, you are expected to attend to the speakers and refrain from surfing the internet, doing email, sending/receiving texts, talking with the people near you, doing work/personal tasks, etc. Rude, disruptive and/or discourteous behavior is unacceptable. You are expected to be attentive and respectful to your colleagues and the instructor at all times. This includes all time in class, as well as all time spent working in groups outside of class. Your failure to meet this expectation will result in an Administrative Removal (a grade of “W” on your transcript) from this class. The instructor has the option of giving you one warning before removing you from the class.
Student Responsibilities and Assignments

1. Attend all class sessions and arrive promptly.
2. Read the assigned readings and be prepared to discuss them.
3. Participate actively in class – no texting or surfing the web during class time.
4. Complete all assignments on time.

Students are required to complete five assignments. Grading rubrics are available on Blackboard.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>FORMAT</th>
<th>DUE DATE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading a seminar</td>
<td>Small groups</td>
<td>Throughout semester, to be assigned on the first day of class</td>
<td>20</td>
</tr>
<tr>
<td>Reading quizzes</td>
<td>Five in-class short-answer quizzes, based on the week’s readings</td>
<td>Throughout semester, at the instructor's discretion</td>
<td>20</td>
</tr>
<tr>
<td>Country profile</td>
<td>Small groups</td>
<td>Throughout semester, to be determined by the second week</td>
<td>20</td>
</tr>
<tr>
<td>Research an ISW opportunity</td>
<td>Individual</td>
<td>October 20</td>
<td>10</td>
</tr>
<tr>
<td>Research paper or Take Home Exam</td>
<td>Individual</td>
<td>December 1</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>100</td>
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</table>

**Leading a Seminar**

The purpose of this assignment is for students to demonstrate mastery of the literature on a specific international social work topic, to promote critical reflection of the readings, and to provide students with opportunities to speak and debate on international social work issues. This course is based upon a seminar format; all students are expected to lead one class seminar (in small groups). Students’ responsibilities include diligent reading of the assigned materials, emailing the instructor on the Wednesday before their seminar a list of critical reflection questions to guide the rest of the class in the readings, and leading the class in a discussion. Students will be evaluated on the quality of the submitted questions and their efforts in leading class discussion for a total of 20 points. On the day of the seminar, leaders are expected to (very) briefly identify the main issues and questions raised in the readings, present their critical reflection on the material, and prompt and generate class discussion. Seminar leaders should not summarize the readings or answer the questions – this is the role of all class members. Seminar weeks will be scheduled on the first day of class; all changes are to be negotiated between students and approved by the instructor.

**Reading Quizzes**
The purpose of this assignment is to assess students’ comprehension of assigned readings, to ensure active engagement with readings and class discussions, and to promote attendance. Five brief quizzes will be administered at the start of class during weeks of the instructor’s discretion. Each quiz is worth 5 points; students’ lowest quiz grade will be dropped and only the four highest scores will count (for a total of 20 points). No make-ups are permitted; students arriving late to class will not be eligible to take the quiz. The quiz format is short answer questions on key points and concepts of that week’s readings.

Country Profile

The purpose of this assignment is for students to acquire in-depth knowledge of a specific country’s social conditions and social welfare institutions to share with the class. In small groups, students will sign up for a specific world region on the first day of class (scheduled throughout the semester), and then select one specific country within that region, submitting their country selections to the instructor by the second class meeting. Students will build a profile of the country’s social welfare conditions through researching social indicators (e.g. poverty rate, human development index, GDP per capita, inequality rate or GINI coefficient, infant or child mortality rate, life expectancy, literacy rate, corruption index, etc.). Students are required to contact someone in the country related to social work or social interventions to investigate responses to human need. Students will be evaluated based on a 20 minute in-class presentation of their country profile and are required to distribute handouts of summarizing their profile to the class, and are required to send their presentation to the instructor to be posted to the blackboard site.

Research an ISW Opportunity

The purpose of this assignment is for students to explore opportunities for participating in international social work. Based on their interest, students will investigate a specific opportunity for conducting international social work; this can be a professional, volunteer, service learning, or vocational position. It can be long or short term, with any type of organization – social welfare related, governmental, or NGO. Students will submit a 1 page description of the results of their search including: name of the organization / position, the rationale for their interest, brief description of the organization (who they are, what they do, where they work, type of work, relevant affiliations and/or funding info), the specific position, any vacancies, requirements for the position (such as education, experience, language), the procedure for applying or obtaining the position, and a brief description of any contact with the organization. Students have the chance to search for and discover their “international dream job” and to learn the practical requirements for pursuing it. The 1 page description will be evaluated for 10 points.

Option 1: Research Paper

For their final assignment, students may elect to complete a research paper or a take home exam. The purpose of the research paper assignment is to produce an original research scholarly paper related to the international social work topic of the student’s choosing. Topics may be related to students’ seminar topic and readings, country profile, or any topic related to theoretical issues in international social work, international social problems and interventions. Papers should be approximately 5-6 pages in length, and
adhere to APA style and formatting, and due December 2nd. Papers will be evaluated on grasp of the relevant literature, coherence, originality, and strength of the argument for a total of 30 points.

**Option2: Take Home Exam**

As an alternative to the research paper, students may elect to complete a comprehensive take home exam, the purpose of which is to demonstrate integration of and reflection upon class readings and international social work topics. Questions for the exam will be distributed a week before the last class, and then due on the last class. The format of the take home exam will be a series of essay questions that students will be required to answer in approximately 1 to 2 pages each. Take home exams will be evaluated on the student’s grasp of course concepts, ability to integrate readings, and critical reflection on international social work topics for a total of 30 points.

**Grading.** The following grading scale will be used:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>99-100</td>
<td>A+</td>
<td>84-87</td>
<td>B</td>
<td>61-70</td>
<td>D</td>
</tr>
<tr>
<td>94-98</td>
<td>A</td>
<td>81-83</td>
<td>B-</td>
<td>0-60</td>
<td>E</td>
</tr>
<tr>
<td>91-93</td>
<td>A-</td>
<td>78-80</td>
<td>C+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>88-90</td>
<td>B+</td>
<td>71-77</td>
<td>C</td>
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</table>

**Interpreting grades in the School of Social Work**

An “A+” grade at the graduate level means that a student is doing exceptional work. The student attends class regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An “A” grade at the graduate level means that a student is doing outstanding or excellent work. The student attends class regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An “A-” grade at the graduate level means that a student is doing excellent work. The student attends class regularly, hands in all of the course assignments and in the majority of coursework, and demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A “B+” grade at the graduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “B” grade at the graduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the B or C level.

A “B-” grade at the graduate level means that a student is going satisfactory work and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a minimal level of understanding of the course concepts.

A “C+” grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly and/or fails to hand in some of the course assignments. The student demonstrates a basic level of understanding of the course concepts.
A “C” grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A “D” or “E” at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

**Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) at:

http://campus.asu.edu/downtown/DRC
University Center Building, Suite 160
602-496-4321 (Voice)
602-496-0378 (TTY)
COURSE OUTLINE

Unit 1: Key Paradigms and Perspectives on International Social Work

Week 1- August 25

International Social Work and Globalization
What is international social work?
Social work in a global context
Indonesia – Country Profile example
Globalization – definitions, controversies, and assessments

DUE: Seminar assignments selected and scheduled
Country Profiles scheduled and regions selected

Recommended readings:


Week 2- September 1 | LABOR DAY | *** NO CLASS ***

Week 3- September 8 | Development, Global Poverty and Deprivation
Social indicators of welfare, poverty, and inequality
Third World, Developing nations, and the Global South
Modernization, dependency, and neoliberal development theories
Millennium Development Goals

Special Guest: Dr. Robert Moroney

DUE: Country Profiles selected

Required readings:


Recommended readings:


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Week 4- September 15  \textbf{Human Rights and Social Justice}
Social work and human rights – connections and gaps
Generations of human rights and HR violations
Human rights vs. humanitarianism
Rights-based social work practice

\textit{Special Guest:} Tom Taknan, MSW

\textit{Country profile:} South America

\textit{Required readings:}


Recommended readings:


Unit 2: International social work education, practice, and professionalization

Week 5- September 22

Global Social Work
The social work profession around the world
International social work organizations and education
Social work diffusion
Indigenous social work practice

Special Guest: Xiang Gao, Doctoral Candidate, SSW

Country profile: East Asia

Required readings:


Recommended readings:


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**Unit 3: International Social Work across the Life Course**

**Week 6- September 29**

*Child Welfare*

Comparative family and social policy
Convention on the Rights of the Child
Child labor and children soldiers
The Dark Side of Chocolate

Country profile: Sub-Saharan Africa

Required readings:


Recommended readings:


**Week 7- October 6**

**Aging and Older Adults**

- Global demographic transformation
- Convention on the Rights of Older Adults
- Comparative social policies and social work interventions

*Special Guests*: Dr. Fei Sun, SSW

*Country profile*: **Wild Card**

**Required readings:**


**Recommended readings:**


**Week 8- October 13**  
**FALL BREAK**  
*** NO CLASS ***

**Unit 4: Key issues and problems in international social work**

**Week 9- October 20**  
**Social Development**
Theory and definition of social development  
Micro-enterprise and asset development  
Developmental social work  
*The Grameen Bank in Bangladesh / The Micro Debt*

*Special Guest:* Mohamed Abdalla, UCP-SARnet

Country profile: Middle East / North Africa

**DUE:** Research an ISW opportunity

**Required readings:**


**Recommended readings:**


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**Week 10- October 27**

**Conflict, Violence, and Repression**

Forms and consequences of conflict

War crimes and transitional justice

Post-conflict reconstruction

Truth and Reconciliation Commissions

**Country profile: **Wild Card II**

Required readings:


Recommended readings:


Unit 5: International Social Work Comes Home

Week 11- November 3

**Refugees**

The refugee experience and context

Asylum and resettlement policies and programs

ASU / DES Ethnic Community Based Organizations Project
Special Focus: Resettlement to Arizona

Special Guest: Mr. Tek Bir Chhetri, Bhutanese Community of Arizona

Country profile: South Asia

Required readings:


Recommended readings:


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Week 12 - November 10

**Migration**

Global migration patterns and trends, remittances
Comparative immigration policy and human rights
Special Focus: Immigration in the U.S. Southwest

**Special Guest:** Kelly Eckhoff, MSW

Country profile: Central America / Caribbean

**Required readings:**

Cleaveland, C. (2011). ‘In this country, you suffer a lot’: Undocumented Mexican immigrant experiences. Qualitative Social Work,


Recommened readings:


Week 13- November 17

Slavery and Human Trafficking
Definitions and types of forced labor
Scope and prevalence of trafficking
Prevention, prosecutions, gradualism and advocacy
Special Focus: Trafficking to Arizona

Special Guest: Katie Resendiz, Program Director TRUST

Country profile: Eastern Europe

Required readings:


Recommended readings:


Week 14- November 24 THANKSGIVING *** NO CLASS ***
Unit 6: Global Social Work

Week 15- December 1  Global Social Work, revisited
Global Social Work Agenda
Revising the Definition of International Social Work
Reflection upon debates and challenges
Future directions and opportunities for international social work

DUE: Take home exams / Research papers

Recommended readings:


