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

Academic Unit

College of Public Programs: Global Social Welfare

Department: Global Social Welfare
NOTE: request for a permanent number is in progress (previously 498 international social work)

Subject: SWU
Number: 462
Title

Units: 3

Is this a cross-listed course?
No

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

Requested designation: Global Awareness-G
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 Phyllis.Lucile@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
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
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>
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<tbody>
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</tbody>
</table>

1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. The course must match at least one of the following descriptions: (check all which may apply):
   
a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. **The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.**

   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.

   c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

   d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”

Syllabus
<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>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1. understanding the contemporary world outside the U.S.</td>
<td>This course examines social conditions and the nature of the social work profession in countries around the world.</td>
<td>See Unit 2 which covers comparative aspects of the social work profession in various countries around the world, in addition to assignment 3 wherein students investigate the nature of the social work profession in a specific country from every major world region. See page 5 Country Profile assignment; page 12-13 unit 2</td>
</tr>
<tr>
<td>2.d. study of the cultural significance of a non-U.S. centered global issue.</td>
<td>This course examines the social impact of the forces of globalization, development, and human rights upon vulnerable populations and the nature of social services, as well as the social work profession's response to these forces.</td>
<td>See Unit 1 which covers the impact of globalization, development, and human rights upon social welfare and the social work response to social conditions. See page 8-11 unit 1;</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/studenlife/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

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>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100</strong></td>
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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>
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<tbody>
<tr>
<td>99-100</td>
<td>A+</td>
</tr>
<tr>
<td>94-98</td>
<td>A</td>
</tr>
<tr>
<td>91-93</td>
<td>A-</td>
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<tr>
<td>88-90</td>
<td>B+</td>
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<td>84-87</td>
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<tr>
<td>81-83</td>
<td>B-</td>
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<tr>
<td>78-80</td>
<td>C+</td>
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<tr>
<td>71-77</td>
<td>C</td>
</tr>
<tr>
<td>61-70</td>
<td>D</td>
</tr>
<tr>
<td>0-60</td>
<td>E</td>
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</tbody>
</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 going 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 going 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](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:*


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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:**


Week 4- September 15 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

Special Guest: Tom Taknan, MSW

Country profile: South America

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:*  


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**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:**


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**Week 8 - October 13**

**FALL BREAK**

*** NO CLASS ***

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**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:*


**Recommended 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:


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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:


