ASU

ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit	**College of Public Programs**	Department	**School of Social Work**

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

Subject **SWU**	Number	**462**	Title	work)	Units: **3**

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
Course description:

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.Lucie@asu.edu or Lauren.Leo@asu.edu.

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 (SQ/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

ASU

ARIZONA STATE UNIVERSITY

Chair/Director (Signature): _Michelle M. Clark_

<center>

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

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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>
<tr><td colspan="4" align="center">**ASU--[G] CRITERIA**</td></tr>
<tr><td colspan="4" align="center">**GLOBAL AWARENESS [G]**</td></tr>
<tr><td>**YES**</td><td>**NO**</td><td></td><td>**Identify Documentation Submitted**</td></tr>
<tr><td>☒</td><td>☐</td><td>1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td><td>Syllabus</td></tr>
<tr><td></td><td></td><td>2. The course must match at least one of the following descriptions: (check all which may apply):</td><td></td></tr>
<tr><td>☐</td><td>☐</td><td>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.**</td><td></td></tr>
<tr><td>☐</td><td>☐</td><td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td><td></td></tr>
<tr><td>☐</td><td>☐</td><td>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.</td><td></td></tr>
<tr><td>☒</td><td>☐</td><td>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."</td><td>Syllabus</td></tr>
</table>

Course Prefix	Number	Title	Designation
SWU	462	Global Social Welfare	Global Awareness (G)

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	**SAMPLE:** The course examines the cultural significance of financial markets Japan, Korea, and the UK.	**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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. understanding the contemporary world outside the U.S.	This course examines social conditions and the nature of the social work profession in countries around the world.	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 Contry Profile assingment; page 12-13 unit 2
2.d. study of the cultural significance of a non-U.S. centered global issue.	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.	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;

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.

David K. Androff, Ph.D., M.S.W.   SWU 462
Office: UCENT 849; Monday 5-6   Class #
(602) 496-1195   Mondays 6:00-8:45 pm
david.androff@asu.edu   UCENT 238

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].

1

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
2. International Social Work Education, Practice, and Professionalization
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 1: globalization, development, distorted development, Millennium Development Goals, decolonialism, imperialism, dependency theory, statism, modernization theory, neoliberalism, foreign aid, Washington Consensus, International Monetary Fund, World Bank, structural adjustments, social indicators, GINI coefficient, Gross National Product, Third World, Global South, capabilities approach, human rights, universalism, relativism, United Nations, Universal Declaration of Human Rights, humanitarian aid and relief, rights based approaches to social work practice.

Unit 2: social work diffusion, history of social work, professional imperialism, Indigenization, Indigenous social work, International Federation of Social Work, International Association of Schools of Social Work, International Consortium for Social Development

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.

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

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:

Points	Grade	Points	Grade	Points	Grade
99-100	A+	84-87	B	61-70	D
94-98	A	81-83	B-	0-60	E
91-93	A-	78-80	C+		
88-90	B+	71-77	C		

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
> University Center Building, Suite 160
> 602-496-4321 (Voice)
> 602-496-0378 (TTY)

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:

Barber, B. (1995). *Jihad vs. McWorld: How globalism and tribalism are reshaping the world.* New York: Ballantine Books.

Bhagwati, J. (2004). *In defense of globalization.* New York: Oxford University Press.

Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. *International Social Work, 55*(6), 779-793.

Ferguson, I. & Lavalette, M. (2006). Globalization and social justice: Toward a social work of resistance. *International Social Work, 49*(3), 309-318.

Giddens, A. (1999). *Runaway world: How globalization is reshaping our lives.* London: Profile Books.

Huntington, S. (1997). *The clash of civilizations and the remaking of the world order*. New York: Simon & Schuster.

Lyons, K. (2006). Globalization and social work: International and local implications. *British Journal of Social Work, 36*(3), 365-380.

Midgley, J. (2006). International social work, globalization, and the unipolar world. *Journal of Sociology and Social Welfare, 33*(4), 11-18.

Midgley, J. (2007). Perspectives on globalization, social justice, and welfare. *Journal of Sociology and Social Welfare, 34*(2), 17-36.

Midgley, J. (2008). Perspectives on globalization and culture: Implications for international social work practice. *Journal of Global Social Work Practice, 1*(1). Available online at: http://www.globalsocialwork.org/vol1no1_Midgley.html

Mishra, R. (1999). *Globalization and the welfare state*. Northampton, MA: Edward Elgar.

Peet, R. (2003). *The unholy trinity: The IMF, World Bank, and WTO.* London: Zed Books.

Stiglitz, J. (2002). *Globalization and its discontents.* New York: W.W. Norton.

Wilson, M. (2012). Globalization. In Healy, L. & R. Link (eds) *Handbook of International Social Work* (pp. 16-23). Oxford: Oxford University Press.

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:

Easterly, W. (2006). Homegrown development. In *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good* (pp. 341-366). London: The Penguin Press.

Hall, A. & Midgley, J. (2004). Poverty, inequality, and development: The challenge for social policy. In *Social policy for development* (p.44-86). London: Sage Publications.

     Recommended readings:

de Soto, H. (2000). *The mystery of capital: Why capitalism triumphs in the West and fails everywhere else.* New York: Basic Books.

Duflo, E., Glennerster, R. & Kremer, M. (2004). Randomized evaluations of interventions in social science delivery. *Development Outreach:* World Bank Institute, 26-29. Online: http://www.povertyactionlab.org/sites/default/files/25%20Development%20Outreach,%20Randomized%20Evaluations%20of%20Interventions%20in%20Social%20Science%20Delivery.pdf

Escobar, A. (1995). *Encountering development: The making and unmaking of the Third World.* Princeton, NJ: Princeton University Press.

Frank, A. (1967). *Capitalism and underdevelopment in Latin America: Historical studies of Chile and Brazil.* New York: Monthly Review Press.

Furtado, C. (1970). *Economic development of Latin America: A survey from colonial times to the Cuban revolution.* Cambridge, UK: Cambridge University Press.

Gentle-Genitty, C. (2006). Unmasking the doctored image of foreign aid: A mirror model. *Social Development Issues, 28*(3), 16-29.

Hall, A. & Midgley, J. (2004). International development cooperation and social policy. In *Social policy for development* (pp. 262-283). London: Sage Publications.

Habibov, N. & Fan, L. (2006). Social assistance and the challenges of poverty and inequality in Azerbaijan, a low-income country in transition. *Journal of Sociology and Social Welfare, 33*(1), 203-226.

Jordan, B. (2008). Social work and world poverty. *International Social Work, 51*(4), 440-452.

Midgley, J. (1999). Growth, redistribution, and welfare: Towards social investment. *Social Service Review, 73*(1), 3-21.

Midgely, J. (2012). Development. In In Healy, L. & R. Link (eds.) *Handbook of International Social Work* (pp. 24-23). Oxford: Oxford University Press.

Pyles, L. (2009). Where's the "Freedom" in Free Trade? Framing practices and global economic justice. *Journal of Community Practice,* 17, 73-87.

Rostow, W. (1967). *The stages of economic growth: A non-communist manifesto.* Cambridge, UK: Cambridge University Press.

Sachs, J. (2005). *The end of poverty: Economic possibilities for our time.* London: Penguin Press.

Sen, A. (1999). *Development as freedom.* New York: Random House.

United Nations Development Program. (2000). *Human development report, 2000.* New York: Oxford University Press.

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:

Jones, A. (2005). The case of CARE International in Rwanda. In Gready, P. & Ensor, J. (eds.) *Reinventing development: Translating rights-based approaches from theory into practice* (pp. 79-98). London: Zed Books.

Reichert, E. (2011). Applying human rights to the social work profession. In *Social work and human rights: A foundation for policy and practice* (pp. 224-248), 2nd edition. New York: Columbia University Press.

Recommended readings:

Abouharb, M. & Cingranelli, D. (2007). *Human rights and structural adjustment*. Cambridge, UK: Cambridge University Press.

Critelli, F. (2010). Women's rights = human rights: Pakistani women against gender violence. *Journal of Sociology and Social Welfare, 37*(2), 135-160.

George, J. (1999). Conceptual muddle, practical dilemma: Human rights, social development and social work education. *International Social Work, 43*(1), 15-26.

Ife, J. (2012). *Human rights and social work: Towards rights-based practice*, 3rd edition. Cambridge, UK: Cambridge University Press.

Ife, J. (2001). Local and global practice: Relocating social work as a human rights profession in the new global order. *European Journal of Social Work, 4*(1), 5-15.

Lough, B. (2008). Engaging the poor to challenge corrupt governance. *International Social Work, 51*(4), 532-544.

Lundy, C. (2011). *Social work, social justice, and human rights: A structural approach to practice*, 2nd edition. Toronto: University of Toronto Press.

Mapp, S. (2008). *Human rights and social justice in a global perspective: An introduction to international social work*. New York: Oxford University Press.

Noyoo, N. (2004). Human rights and social work in a transforming society. *International Social Work, 47*(3), 359-369.

Reichert, E. (1998). Women's rights are human rights: Platform for action. *International Social Work, 41,* 371-384.

Reichert, E. (2006). *Understanding human rights: An exercise book*. Thousand Oaks, CA: Sage Publications.

Reichert, E. (ed.) (2007). *Challenges in human rights: A social work perspective*. New York: Columbia University Press.

Reynaert, D., Bouverne-De Bie, M. & Vandevelde, S. (2010). Children's rights education and social work: Contrasting models and understanding. *International Social Work, 53*(4), 443-456.

Solas, J. (2000). Can a radical social worker believe in human rights? *Australian Social Work, 53*(1), 65-70.

Wronka, J. (2008). *Human rights and social justice: Social action and service for the helping and health professions*. Thousand Oaks, CA: Sage Publications.

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:

Healy, L. (2008). Social work around the world today. In *International social work: Professional action in an interdependent world* (pp. 201-235). New York: Oxford University Press.

Nimmagadda, J. & Martell, D. (2008). Home-made social work: The two-way transfer of social work practice knowledge between India and the USA. In Gray, M., Coates, J. & Yellowbird, M. (eds.) *Indigenous social work around the world: Toward culturally relevant education and practice* (pp.141-152). Burlington, VT: Ashgate.

          Recommended readings:

Albrithen, A. (2012). Social work education in the Arab Countries. *Indian Journal of Social Work, 73*(1), 45-56.

Beristain, C. (2006). *Humanitarian aid work: A critical approach.* Philadelphia: University of Pennsylvania Press.

Billups, J. (2002). *Faithful angels: Portraits of international social work notables*. Washington DC: NASW Press.

Cannan, C., Berry, L. & Lyons, K. (1992). *Social work and Europe.* London: Macmillan.

Chi, I. & Cheung, S. (1996). *Social work in Hong Kong.* Hong Kong: Hong Kong Social Workers Association.

Cox, D. & Pawar, M. (2006). *International social work: Issues, Strategies, and Programs.* Thousand Oaks, CA: Sage Publications.

Dedoussi, A., Gregory, S., Georgoussi, E. & Kyriopoulos, J. (2004). Social workers in Greece: Who they are and where they work. *International Social Work, 47*(2), 259-274.

Gray, M., Coates, J. & Yellowbird, M. (2008). *Indigenous social work around the world: Toward culturally relevant education and practice*. Burlington, VT: Ashgate.

Hall, A. & Midgley, J. (2004). Social work and the human services. In *Social policy for development* (pp. 205-232). London: Sage Publications.

Healy, L. & Link, R. (2012). *Handbook of international social work: Human rights, development, and the global profession.* Oxford: Oxford University Press.

Hokenstad, M., Khinduka, S. & Midgley, J. (1992). *Profiles in international social work.* Washington DC: NASW Press.

Hokenstad, M. & Midgley, J. (eds.) *Issues in international social work: Global challenges for a new century.* Washington DC: NASW Press.

Hokenstad, M. & Midgley, J. (eds.) (2004). *Lessons from abroad: Adapting international social welfare innovations.* Washington DC: NASW Press.

Lan, N., Hugman, R. & Briscoe, C. (2010). Moving towards an 'indigenous' social work education in Vietnam. *Social Work Education, 29*(8), 843-854.

Mayadas, N., Watts, T. & Elliot, D. (eds.) (1997). *International handbook on social work theory and practice.* Westport, CT: Greenwood Press.

Midgley, J. (1981). *Professional imperialism: Social work in the Third World.* London: Heinemann.

Midgley, J. (1997). *Social welfare in a global context.* Thousand Oaks, CA: Sage Publications.

Nikku, B. (2010). Social work education in Nepal: Major opportunities and abundant challenges. *Social Work Education, 29*(8), 818-830.

Norman, J., Bathori-Tartsi, Z. & Barnes, S. (2008). The rise of social work amid Ukraine's rapid social and political transformations. *International Social Work, 51*(1), 95-102.

Parada, H. (2008). Regional perspectives ... from Latin America: Social work in Latin American history, challenges and renewal. *International Social Work, 50*(4), 560-569.

Sanders, D. & Pedersen, P. (eds.) (1984). *Education for international social welfare.* Honolulu, HI: A joint publication of the Council on Social Work Education and the University of Hawaii School of Social Work.

Sossou, M. & Yogtiba, J. (2009). Abuse of children in West Africa: Implications for social work education and practice. *British Journal of Social Work, 39,* 1218-1234.

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:

Conley, A. (2010). Childcare: Welfare or investment? *International Journal of Social Welfare, 19*(2), 173-181.

Quiroz, P. (2007). Color-blind individualism, intercountry adoption, and public policy. *Journal of Sociology and Social Welfare, 34*(2), 57-68.

Recommended readings:

Beah, I. (2007). *A long way gone: Memoirs of a boy soldier.* New York: Farrar, Straus, adn Giroux.

Deng, B., Deng, A. & Ajak, B. (2005). *They poured fire on us from the sky.* New York: PublicAffairs.

Estes, R. & Weiner, N. (2001). *The commercial sexual exploitation of children in the US, Canada, and Mexico.* Philadelphia, PA: Center for the Study of Youth Policy, University of Pennsylvania. Available online at: http://www.sp2.upenn.edu/restes/CSEC_Files/Exec_Sum_020220.pdf

Ferguson, K. (2003). Intra-regional assessment of the structural influences of the street-children phenomenon in Latin America: The case of Brazil and Mexico. *Social Development Issues, 24*(2), 23-32.

Glennerster, H. & Midgley, J. (1991). *The radical right and the welfare state: An international assessment.* Savage, MD: Barnes & Noble Books.

Hernandez, P. & Romero, A. (2003). Adolescent girls in Colombia's guerrilla: An exploration into gender and trauma dynamics. *Journal of Prevention & Intervention in the Community, 26*(1), 21-38.

Kamerman, S. & Gatenio Gabel, S. (2006). *Social protection for children and their families: A global overview.* Available at: http://www.unicef.org/socialpolicy/files/Social_Protection_for_Children_and_their_Families_A_Global_Overview.pdf

Kimmel, C. & Roby, J. (2007). Institutionalized child abuse: The use of child soldiers. *International Social Work, 50*, 740-754.

Kline, P. & Mone, E. (2003). Coping with war: Three strategies employed by adolescent citizens of Sierra Leone. *Child and Adolescent Social Work, 20*(5), 321-333.

Kombarakaran, F. (2004). Street children of Bombay: Their stresses and strategies of coping. *Children and Youth Services Review, 26*, 853-871.

Rogge, M. (2000). Children, poverty, and environmental degradation: Protecting current and future generations. *Social Development Issues, 22*(2/3), 46-53.

Sossou, M. & Yogtiba, J. (2008). Abuse of children in West Africa: Implications for social work education and practice. *British Journal of Social Work,* 39, 1218-1234.

Veale, A. & Dona, G. (2003). Street children and political violence: A socio-demographic analysis of street children in Rwanda. *Child Abuse and Neglect, 27*, 253-269.

Wessells, M. (2006). *Child soldiers: From violence to protection.* Cambridge, MA: Harvard University Press.

Van Wormer, K. (2004). Exploring child welfare through international innovations. In Hokenstand, M. & Midgley, J. (eds.) *Lessons from abroad: Adapting international social welfare innovations* (pp. 31-51). Washington DC: NASW Press.

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:

Guseilo, J., Curl, A. & Hokenstad, M. (2004). Policies and programs in aging: International initiatives. In Hokenstand, M. & Midgley, J. (eds.) *Lessons from abroad: Adapting international social welfare innovations* (pp. 13-30). Washington DC: NASW Press. 25

Mukherjee, D. (2009). Global aging and international social work practice: A developing country perspective. *Journal of Global Social Work Practice, 2*(1). Available online at: http://www.globalsocialwork.org/vol2no1_Mukherjee.html

Recommended readings:

Ansari, H. (2013). Aging and caregiving practices in India. In Singh, S. (ed.) *Social Work and Social Development: Perspectives from India and the United States* (pp. 229-248). Lyceum Books, Inc.

Giunta, N. (2010). Productive aging and social development. In Midgely, J. & Conley, A. (eds.) *Social work and social development: Theories and skills for developmental social work* (pp. 55-70). New York: Oxford University Press.

Guseilo, J., Curl, A. & Hokenstad, M. (2004). Policies and programs in aging: International initiatives. In Hokenstand, M. & Midgley, J. (eds.) *Lessons from abroad: Adapting international social welfare innovations* (pp. 13-30). Washington DC: NASW Press.

Tang, K. & Less, J. (2006). Global social justice for older people: The case for an international
      convention on the rights of older people. *British Journal of Social Work, 36*, 1135-1150.

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:

Midgley, J. (2010). The theory and practice of developmental social work. In Midgley, J. & Conley, A.
      (eds.) Social work and social development: Theories and skills for developmental social work
      (pp. 3-23). New York: Oxford University Press.

Ssewamala, F., Sperber, E., Zimmerman, J. & Karimli, L. (2010). The potential of asset-based
      development strategies for poverty alleviation in Sub-Saharan Africa. *International Journal of
      Social Welfare, 19*(4), 433-443.

      Recommended readings:

Butterfield, A., Kebede, W. & Gessesse, A. (2009). Research as a catalyst for asset-based community
      development: Assessing the skills of poor women in Ethiopia. *Social Development Issues, 31*(2),
      1-14.

Cooney, K. & Shanks, T. (2010). New approaches to old problems: Market-based strategies for poverty
      alleviation. *Social Service Review, 84*(1), 29-55.

Elliot, D. (1993). Social work and social development: Towards an integrative model for social work
      practice. *International Social Work, 36*(1), 21-37.

Fernando, J. (ed.) (2006). *Microfinance: Perils and prospects.* New York: Routledge.

Gatenio Gabel, S. & Kamerman, S. (2008). *Do conditional cash transfers work? The experience of the U.S. and developing countries*. Available at: http://www2.sofi.su.se/RC19/pdfpapers/Gatenio-Gabel_Kamerman_RC19_2008.pdf

Groch, K., Gerdes, K., Segal, E. & Groch, M. (2012). The grassroots Londolozi model of African development: Social empathy in action. *Journal of Community Practice, 20*, 154-177.

Mathbor, G. (2008). *Effective community participation in coastal development.* Chicago: Lyceum Books.

Midgley, J. & Conley, A. (2010). *Social work and social development: Theories and skills for developmental social work.* New York: Oxford University Press.

Midgley, J. (1995). *Social development: The developmental perspective in social welfare.* London: Sage Publications.

Midgley, J. (1996). Toward a developmental model of social policy: Relevance of the Third World experience. *Journal of Sociology and Social Welfare, 20*(3), 59-74.

Nieman, A. (2006). Churches and social development: A South African perspective. *International Social Work, 49*, 595-604.

Pandey, S. (2010). Rising property ownership among women in Kathmandu, Nepal: An exploration of causes and consequences. *International Journal of Social Welfare, 19*, 281-292.

Prahalad, C. (2010). *The fortune at the bottom of the pyramid: Eradicating poverty through profits,* 5th Anniversary Edition. Upper Saddle River, NJ: Pearson Education, Inc.

Sanyal, P. (2009). From credit to collective action: The role of microfinance in promoting women's social capital and normative influence. *American Sociological Review, 74¸*529-550.

Sherraden, M. (1991). *Assets and the poor: A new American welfare policy.* Armonk, NY: M.E. Sharpe.

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:

Androff, D. (2010). Truth and Reconciliation Commissions (TRCs): An international human rights intervention and its connection to social work. *British Journal of Social Work, 40*(6), 1960-1977.

Kabeera, B. & Sewpaul, V. (2008). Genocide and its aftermath: The case of Rwanda. *International Social Work, 51*(3), 324-336.

Recommended readings:

Boraine, A. (2000). *A country unmasked: Inside South Africa's Truth and Reconciliation Commission.* Oxford, UK: Oxford University Press.

Daly, E. & Sarkin, J. (2007). *Reconciliation in divided societies: Finding common ground.* Philadelphia: University of Pennsylvania Press.

Farwell, N. (2004). War rape: New conceptualizations and responses. *Affilia, 19*(4), 389-403.

Gibson, J. (2004). *Overcoming Apartheid: Can truth reconcile a divided nation?* New York: Russell Sage Foundation.

Gobodo-Madikizela, P. (2003). *A human being died that night: A South African story of forgiveness.* Boston: Houghton Mifflin Company.

Hayner, P. (2002). *Unspeakable truths: Facing the challenge of Truth Commissions.* New York: Routledge.

Khinduka, S. (1997). Development and peace: The complex nexus. *Social Development Issues, 10*(3), 19-30.

Minow, M. (1998). *Between vengeance and forgiveness: Facing history after genocide and mass murder.* Boston: Beacon Press.

Minow, M. (2002). *Breaking the cycle of hatred: Memory, law, and repair.* Princeton, NJ: Princeton University Press.

Stover, E. & Weinstein, H. (2004). *My neighbor, my enemy: Justice and community in the aftermath of mass atrocity.* Cambridge, UK: Cambridge University Press.

Stover, E. (2005). *The witnesses: War crimes and the promise of justice in the Hague.* Philadelphia: University of Pennsylvania Press.

Teitel, R. (2000). *Transitional justice.* New York: Oxford University Press.

Transparency International. (2005). *Global corruption report 2005: Special focus – corruption in construction and post-conflict reconstruction.* London: Pluto Press.

Tutu, D. (1999). *No future without forgiveness.* New York: Image Doubleday.

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:

Kamya, H. (2009). The impact of war on children: How children perceive their experiences. *Journal of Immigrant & Refugee Studies, 7*, 211-216.

Farwell, N. (2001). 'Onward through strength': Coping and psychological support among refugee youth returning to Eritrea from Sudan. *Journal of Refugee Studies, 14*(1), 43-69.

Recommended readings:

Benson, G., Sun, F., Hodge, D. & Androff, D. (2012). Religious coping and acculturation stress among Hindu Bhutanese: A study of newly-resettled refugees in the United States. *International Social Work, 55*(4), 538-553.

Farwell, N. & Cole, J. (2002). The role of community in the recovery of children affected by war and political violence. *International Journal of Mental Health, 30*(4), 19-41.

Harrell-Bond, B. (2002). Can humanitarian work with refugees be humane? *Human Rights Quarterly, 24.*

Lacroix, M. (2006). Social work with asylum seekers in Canada: The case for social justice. *International Social Work, 49*(1), 19-28.

Nash, M., Wong, J. & Trlin, A. (2006). Civic and social integration: A new field of social work practice with immigrants, refugees and asylum. *International Social Work, 49*, 345-363.

Toole, M. (1997). Complex emergencies: Refugees and other populations. In *Public health consequences of disasters.*

U.S. Committee for Refugees. (2004). *World Refugee Survey, 2004.*

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:

Androff, D. & Tavassoli, K. (2012). Deaths in the desert: The human rights crisis on the US-Mexico border. *Social Work, 57*(2), 165-173.

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

Xu, Q. (2007). Globalization, immigration, and the welfare state: A cross-national comparison. *Journal of Sociology and Social Welfare, 34*(2), 87-106.

Recommended readings:

Cleaveland, C. (2010). 'We are not criminals': Social work advocacy and undocumented migrants. *Social Work, 55*(1), 74-81.

Esparza, A. & Donelson, A. (2008). *Colonias in Arizona and New Mexico: Border poverty and community development solutions.* Tucson, AZ: University of Arizona Press.

International Organization for Migration. (2011). *World Migration Repot 2011.* Geneva: IOM. Available online at: http://www.egypt.iom.int/Doc/IOM%202011_WMR2011_EN.pdf

Nevins, J. (2002). *Operation gatekeeper: The rise of the "illegal alien" and the making of the US-Mexico boundary.* New York: Routledge.

United Nations Development Programme. (2009). *Human Development Report 2009 - Overcoming Barriers: Human mobility and development.* New York: UNDP. Available online at http://hdr.undp.org/en/reports/global/hdr2009

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:

Androff, D. (2011). The problem of contemporary slavery: An international human rights challenge for social work. *International Social Work, 54*(2), 209-222.

Roby, J., Turley, J. & Cloward, J. (2008). US response to human trafficking: Is it enough? *Journal of Immigrant & Refugee Studies, 6*(4), 508-525.

Recommended readings:

Bales, K. (1999). *Disposable people: New slavery in the global economy.* Berkeley, CA: University of California Press.

Bales, K. (2005). *Understanding global slavery: A reader.* Berkeley, CA: University of California Press.

Bales, K. (2007). *Ending slavery: How we free today's slaves.* Berkeley, CA: University of California Press.

Brunovskis, A. & Surtees, R. (2013). Coming home: Challenges in family reintegration for trafficked women. *Qualitative Social Work, 12*(4), 454-472.

Cadet, J. (1998). *Restavec: From Haitian slave child to middle-class American.* Austin, TX: University of Texas Press.

Davis, D. (2006). *Inhuman bondage: The rise and fall of slavery in the New World.* New York: Oxford University Press.

DeStefano, A. (2007). *The war on human trafficking: US policy assessed.* New Brunswick, NJ: Rutgers University Press.

Engstrom, D., Minas, S., Espinoza, M. & Jones, L. (2004). Halting the trafficking of women and children in Thailand for the sex trade: Progress and challenges. *Journal of Social Work Research and Evaluation, 5*(2), 193-206.

Global Dialogue – Special Issue on Slavery Today, *14*(2). Available online at: http://www.worlddialogue.org/issue.php?id=50

Hochschild, A. (2005). *Bury the chains: The British struggle to abolish slavery.* New York: Houghton Mifflin and Company.

Jones, L., Engstrom, D., Hilliard, T. & Diaz, M. (2007). Globalization and human trafficking. *Journal of Sociology and Social Welfare, 34*(2), 107-122.

Miers, S. (2003). *Slavery in the twentieth century: The evolution of a global problem.* Walnut Creek, CA: Alta Mira Press.

Patterson, O. (1982). *Slavery and social death: A comparative study.* Cambridge, MA: Harvard University Press.

Savona, E. & Stefanizzi, S. (eds.) (2007). *Measuring human trafficking: Complexities and pitfalls.* New York: Springer Science.

Van der Anker, C. (ed.) (2004). *The political economy of new slavery.* New York: Palgrave Macmillan.

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:

Jones, D. & Truell, R. (2012). The Global Agenda for Social Work and Social Development: A place to link together and be effective in a globalized world. *International Social Work, 55*(4), 454-472.

Tasse, A. (ed.) (2014). Special issue: The Global Agenda – Promoting social and economic equalities. *International Social Work, 57*(4), 283-428.

SWU 462 Global Social Welfare - Required readings bibliography

Androff, D. (2010). Truth and Reconciliation Commissions (TRCs): An international human rights intervention and its connection to social work. *British Journal of Social Work, 40*(6), 1960-1977.

Androff, D. (2011). The problem of contemporary slavery: An international human rights challenge for social work. *International Social Work, 54*(2), 209-222.

Androff, D. & Tavassoli, K. (2012). Deaths in the desert: The human rights crisis on the US-Mexico border. *Social Work, 57*(2), 165-173.

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

Conley, A. (2010). Childcare: Welfare or investment? *International Journal of Social Welfare, 19*(2), 173-181.

Easterly, W. (2006). Homegrown development. In *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good* (pp. 341-366). London: The Penguin Press.

Farwell, N. (2001). 'Onward through strength': Coping and psychological support among refugee youth returning to Eritrea from Sudan. *Journal of Refugee Studies, 14*(1), 43-69.

Guseilo, J., Curl, A. & Hokenstad, M. (2004). Policies and programs in aging: International initiatives. In Hokenstand, M. & Midgley, J. (eds.) *Lessons from abroad: Adapting international social welfare innovations* (pp. 13-30). Washington DC: NASW Press. 25

Hall, A. & Midgley, J. (2004). Poverty, inequality, and development: The challenge for social policy. In *Social policy for development* (p.44-86). London: Sage Publications.

Healy, L. (2008). Social work around the world today. In *International social work: Professional action in an interdependent world* (pp. 201-235). New York: Oxford University Press.

Jones, A. (2005). The case of CARE International in Rwanda. In Gready, P. & Ensor, J. (eds.) *Reinventing development: Translating rights-based approaches from theory into practice* (pp. 79-98). London: Zed Books.

Kabeera, B. & Sewpaul, V. (2008). Genocide and its aftermath: The case of Rwanda. *International Social Work, 51*(3), 324-336.

Kamya, H. (2009). The impact of war on children: How children perceive their experiences. *Journal of Immigrant & Refugee Studies, 7*, 211-216.

Midgley, J. (2010). The theory and practice of developmental social work. In Midgley, J. & Conley, A. (eds.) Social work and social development: Theories and skills for developmental social work (pp. 3-23). New York: Oxford University Press.

Mukherjee, D. (2009). Global aging and international social work practice: A developing country perspective. *Journal of Global Social Work Practice, 2*(1). Available online at: http://www.globalsocialwork.org/vol2no1_Mukherjee.html

Nimmagadda, J. & Martell, D. (2008). Home-made social work: The two-way transfer of social work practice knowledge between India and the USA. In Gray, M., Coates, J. & Yellowbird, M. (eds.) *Indigenous social work around the world: Toward culturally relevant education and practice* (pp.141-152). Burlington, VT: Ashgate.

Quiroz, P. (2007). Color-blind individualism, intercountry adoption, and public policy. *Journal of Sociology and Social Welfare, 34*(2), 57-68.

Reichert, E. (2011). Applying human rights to the social work profession. In *Social work and human rights: A foundation for policy and practice* (pp. 224-248), 2nd edition. New York: Columbia University Press.

Roby, J., Turley, J. & Cloward, J. (2008). US response to human trafficking: Is it enough? *Journal of Immigrant & Refugee Studies, 6*(4), 508-525.

Ssewamala, F., Sperber, E., Zimmerman, J. & Karimli, L. (2010). The potential of asset-based development strategies for poverty alleviation in Sub-Saharan Africa. *International Journal of Social Welfare, 19*(4), 433-443.

Xu, Q. (2007). Globalization, immigration, and the welfare state: A cross-national comparison. *Journal of Sociology and Social Welfare, 34*(2), 87-106.