



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

Course: SW 748: Issues in Global Social Practice: Re-Entry and Professional Practice

Term: Fall 2015

Date/Time: Thursdays, 12:00 pm – 2:00 pm

Location: SSWB 1804

Instructors: Lawrence Root (lroot@umich.edu) & Katie Lopez (kalopez@umich.edu)

Office Hours: By Appointment

Course Description

This two-credit class is for students who have completed a global social work experience. It is designed to address: issues related to re-entry and integration of their international/global experience; differences between social work/social services in the United States and those in other cultural/national contexts; and next steps for seeking careers in global social work.

Course Content

The course has three components:

- 1) analyzing how national context (economics, political environment, culture, traditions, etc.) impacts how social problems are identified, understood, and addressed; and
- 2) integrating global practice experiences into one's social work education and professional development; and
- 3) developing a professional portfolio that integrates and represents the student's experience, philosophy, and future plans.

Course Objectives

Upon completion of the course, students will be able to:

1. Identify the salient elements of their international social work experience and integrate it into their perspectives on professional social work practice
2. Demonstrate an understanding of the domain and role of social work in an international context, with a focus on the critical role played by cultural context and individual orientations
3. Provide an integrated perspective on their social work graduate experience through the development of an integrative learning portfolio
4. Assess arenas of professional practice and potential career paths that draw upon their international experience and perspectives

Relationship to the School's Four Curricular Themes

- Multiculturalism and diversity—Issues of multiculturalism and diversity will be fundamental to the cross-national perspectives that are the core of this course. Considering the ways in which privilege and oppression will be a lens through which we examine individual and group relations in other countries and how that can inform our understanding of our own as well as other national contexts.
- Social justice and social change—Social justice and social change will be considered in a multinational context, including examining international conventions concerning justice and human rights.
- Promotion, prevention, treatment, and rehabilitation—In addressing cross-national comparisons of social work, emphasis will be placed on the extent to which interventions are geared toward promotion, prevention, treatment, and rehabilitation
- Behavioral and social science—In the context of international social work, evidence from behavioral and social science will inform comparisons of different approaches.

Social Work Ethics and Values

Ethical issues are of central importance in thinking about international social work. Topics such as international adoption, informed consent (e.g., questions of clarity of communication when there are language/cultural differences; perception/ reality of *de facto* coercion), value/cultural/religious differences, and differential access to resources shall be addressed. The course also explicitly addresses the statement of ethical principals developed by the International Federation of Social Workers and International Association of Schools of Social Work.

Course Design

This two-credit course meets in the Fall term and is designed for students who are just returning from an international social work experience, either a field placement, special studies, or Peace Corps assignment. It also serves as a capstone course for students focusing on international perspectives on social work. The course seeks to facilitate the integration of the international experience with coursework and other field experiences. One product of the course will be an integrative learning portfolio, which each student will develop during the semester. This content is based on a process that has been developed in the School. Portfolio sessions are woven into the other course content.

There is a Canvas site (SW 748 001 FA 2015) established for this course. Readings and other resources will be posted on this site.

There are four types of assignments for this class:

1. Class readings and participation--including submission of reflection logs for the reading assignments. Each reflection log is to include reflections/reactions both to the class discussions and the reading assignments. The log should also include two discussion questions based on the readings.

2. Each student will present an aspect of their international experience that reflects issues associated with international social work/social welfare.
3. Preparation and display of a poster representing your international social work experience.
4. Development of an integrative learning portfolio, including use of learning modules and in-class activities.

This seminar will be graded as follows: S = Satisfactory or U = Unsatisfactory based on the course assignments and class participation.

Outline of Topics

Session 1
Sept. 17 Introduction to the course and initial discussion of experiences abroad

Sessions 2-3
Sept. 24 & Oct. 1 International social work and understanding context

In these two sessions, we discuss the international context in terms of both the practice of social work abroad and impacts on social work in the domestic context. Understanding the practice context both in personal terms and through objective measures will be discussed.

Readings:

Healy, Ch. 1: International Social Work: Why Is It Important and What Is It?

Peters, R. T. (2014). *Solidarity Ethics*. Augsburg Fortress Publishers:
Introduction: The Problem of Globalization, pp.1-15.

Arthur, N. (2001). Using critical incidents to investigate cross-cultural transitions. *International Journal of Intercultural Relations*, 25: 41-53.

United Nations. Universal Declaration of Human Rights

Annas, G.J. (2005). Human Rights and Health: The Universal Declaration of Human Rights at 50. Chapter 3 in Gruskin, S., Grodin, M.A., Annas, G.J., & Marks, S.P., *Perspectives on Health and Human Rights*. New York: Routledge.

Pollack, Daniel (2012). An introduction to treaties for international social workers. *International Social Work* 55 (3): 417-427.

<http://hdr.undp.org/en/countries> -- Using the this site that displays U.N. Human Development Indicators, look at the country where you were and consider what the indicators suggest to you about its development status.

Portfolio: Assigned module for the Oct. 1 session

Sessions 4-5
Oct. 8 & Oct. 15 NGOs as a vehicle for services--and the rise of international volunteerism

NGOs have become a principal context for practice internationally. These sessions will look at NGOs as an organizational alternative to government action as well as a context for implementing social welfare programs and their role in “volunteerism.”

Readings:

- Kamat, Sangeeta (2004). The privatization of public interest: Theorizing NGO discourse in a neoliberal era. *Review of International Political Economy*, 11 (1): 155-176.
- Smith, Daniel Jordan (2010). Corruption, NGOs, and development in Nigeria. *Third World Quarterly*, 31 (2): 243-258.
[You can look at the *Transparency International* website to see how your country ranks re corruption: <http://www.transparency.org/country/>]
- AbouAssi, Khaldoun (2012). Hands in the pockets of mercurial donors: NGO response to shifting funding priorities. *Nonprofit and Voluntary Sector Quarterly*, 42 (3): 584-602.
- (o) Sen, Siddhartha (1999). Some aspects of state-NGO relationships in India in the post-independence era. *Development and Change*, 30: 327-355.
- Citrin, David M. (2010). The anatomy of ephemeral health care: “Heath camps” and short-term medical voluntourism in remote Nepal. *Studies in Nepali History and Society*, 15 (1): 27-72. (skim—read sections of interest)
- Illich, Ivan (1968). To Hell with Good Intentions. Speech to the Conference on InterAmerican Student Projects in Cuervavaca, Mexico, April 20, 1968.
- (o) Mackinnon, J.B. (2009). Poolside in hell: Are first world voluntourists really helping in the Third World? *Explore*, pp.23-27

Portfolio: Assigned module for the Oct. 15 session

Sessions 6 & 7
Oct. 22 & 29

Movement across borders: Immigrants; refugees, and trafficking

These sessions address a range of social welfare and social justice issues associated with the phenomena individuals and families leaving their countries of origin.

Readings:

- Mayblin, Lucy (2014). Colonialism, decolonization, and the right to be human: Britain and the 1952 Geneva Convention on the Status of Refugees. *Journal of Historical Sociology*, 27 (3): 423-441.
- Sharma, Bonita B. (2015). Revisiting the United Nations’ 1951 Convention Related to the Status of Refugees: A critical analysis of the international refugee law. *Social Development Issues*, 37 (2): 80-94.
- Mogelson, Luke (2013). The Dream Boat (“More than a thousand refugees have died trying to reach Christmas Island”—Australia)—New York Times, November 15, 2013).
- NYT Editorial Board: Australia’s Brutal Treatment of Migrants (September 3, 2015).
- Singer, Audrey (2013). Contemporary immigrant gateways in historical perspective. *Daedalus*, 142 (3): 76-91.

- Warner, David C. (2012). Access to health services for immigrants in the USA: From the Great Society to the 2010 Health Reform Act. *Ethnic and Racial Studies*, 35 (1): 40-55.
- (o) Chavez, Leo R. (2012). Undocumented immigrants and their use of medical services in Orange County, California. *Social Science & Medicine* 74: 887-893
- Macy, Rebecca J. and Graham, Laurie M. (2012). Identifying domestic and international sex-trafficking victims during human service provision. *Traum, Violence & Abuse*, 12 (2): 59-76.
- (o) Gest, Justin, et. al. (2014). Measuring and comparing immigration, asylum and naturalization policies across countries: Challenges and solutions. *Global Policy*. University of Durham and John Wiley.
- (o) Banting, Keith and Kymlicka, Will (2012). Is there really a backlash against Multiculturalism policies? New evidence from the Multiculturalism Policy Index. GRITIM-UPF Working Paper Series, number 14, Universitat Pompeu Fabra [www.upf.edu/gritim]

Portfolio: Assigned module for the Oct. 29 session

Sessions 8 & 9
Nov. 5 & 12

Adapting services to the local environment

This section addresses issues arising transplanting services across cultural contexts. For example, residential care may not be effective—and can be detrimental—without appropriate attention to re-integration in the community. Similarly, one’s role as an “outsider” is always a factor in social/organizational contexts.

Readings:

- Ibrahim, Rawan W. and Howe, David (2011). The experience of Jordanian care leavers making the transition from residential care to adulthood: The influence of patriarchal and collectivist culture. *Children and Youth Services Review*, 33: 2469-2474.
- Kang’ethe, S.M. and Makayana, Abigail (2015). Re-thinking and reconceptualizing child care institutionalization in South Africa: Effects and impacts on orphans and vulnerable children (OVCs). *Journal of Social Science* (University of Fort Hare, South Africa), 42 (1,2): 121-128.
- Di Tomasso, Lara and de Finney, Sandrina (2015). A discussion paper on indigenous custom adoption part 2: Honoring our caretaking traditions. *First Peoples Child & Family Review*, 10 (1): 19-37.
- Richter, Linda M. and Norman, Amy (2010). AIDS orphan tourism: A threat to young children in residential care. *Vulnerable children and Youth Studies*, 5 (3): 217-229.

Portfolio: Assigned module for the Oct. 23 session

Session 10 Global Social Work Poster Session—SSW Lower Level
Wed, Nov. 18 Posters due to OGA on Nov. 10 by 12pm
12:30-1:30pm

[November 26—Thanksgiving]

Session 11 Labor rights as human rights
 Dec. 3

This session addresses some connections between labor rights (such as pay levels and conditions of work) and international issues. These include questions of labor standards for work carried out abroad but marketed domestically (e.g., “sweatshop” conditions), impacts of labor standards on producing countries, and labor protections for immigrants.

Readings:

- Montero, D. (2006). Nike’s dilemma: Is doing the right thing wrong? *Christian Science Monitor*.
- Coyne, Christopher (2015). Review of Benjamin Powell’s 2014 book, *Out of Poverty: Sweatshops in the Global Economy*. Published in *Public Choice*.
- de Castro, et. al (2006). How immigrant workers experience workplace problems: A qualitative study. *Archives of Environmental & Occupational Health*, 61 (6): 249-258.
- Sullivan, Richard and Lee, Kimi (2008). Organizing immigrant women in America’s sweatshops: Lesson from the Los Angeles Garment Worker Center. *Signs*, 33 (3): 527-532.

Session 12 Portfolio showcase (last class)
 Dec. 10