Instructor: Dr. Packiaraj Arumugham
Office: Department of Social Work Martin 103
Office phone: 940-397-4659
E-Mail: packiaraj.arumugham@mwsu.edu

COURSE RATIONALE

With the increase in globalization and technological advancements, the need for interdependence among nations is felt much more strongly now than ever before. Such interdependence has narrowed down the distance between Global North and Global South, and enhanced the exchange of ideas, services and expertise. This interdependence among nations has also brought about the challenge of dealing with war, conflict, terrorism, forced migration, AIDS, human rights and social and economic justice issues, at the domestic level and at the global level. The decision and action of one country in dealing with these challenges, affects other countries either directly or indirectly. In this global context, social work, being a helping profession, cannot be contained within borders but should extend beyond. Therefore, international knowledge is no longer an option for social workers but an ethical obligation and this course will provide opportunities to students to realize and attempt to fulfill that obligation.

COURSE DESCRIPTION

Grounded in the principles of human rights and social justice which are fundamental to social work, this course will examine the need for international social work, given the global context and concerns. Students will explore global issues such as human trafficking, war and conflict, AIDS, and child labor and how each of these issues is a violation of the Universal Declaration of Human Rights (UDHR). This course will also explore how social work students could be a part of developing solutions.

COURSE OBJECTIVES

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

1. Explain the significance of international social work, past and present.

2. Understand the issues affecting Global South and the need for social workers in dealing with those issues.

**Values Objectives:**


4. Analyze the forms of oppression and discrimination and engage in practices that advance social and economic justice.

**Skills Objectives:**

5. Utilize the perspectives for international social work practice both at the local level and at the international level.

6. Demonstrate a beginning competence in researching social issues impacting both the Global South and the Global North.

**Relationships among Core Competencies, Course Objectives, Practice Behaviors, and Assignments:**

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Course Objectives</th>
<th>Practice Behaviors</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
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<td>Make ethical decisions by applying the standards of the NASW Code of Ethics; use reflection and self-regulation to manage personal values and</td>
<td>Assignment # 2 &amp; 3</td>
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<td>Maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use supervision and consultation to guide professional judgment and behavior</td>
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<td>Engage Diversity and Difference in Practice</td>
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<tr>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
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<tr>
<td>Assignments # 1-3</td>
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**LEARNING RESOURCES**

**Required Text**

**SUPPLEMENTAL READINGS**

These readings will be assigned by the instructor for classroom discussion and/or written assignments as appropriate.


**COURSE INSTRUCTIONAL METHODS**

This course will be taught through use of lectures, large and small group discussions, and audiovisual presentations. Students are expected to attend classes and to actively participate in discussions. The expectation is that students will have read the assigned readings to facilitate class dialogue and interaction.

*Note:* Except for Sundays, I will check my emails every day. Please expect a reply within 24 hours. In case you need any clarification, please don’t hesitate to contact me either via email or via office phone.

**D2L**

D2L will be used throughout the semester for communication between class sessions. The course material (Syllabus, Power points, and other relevant items) will be posted onto D2L.
COURSE REQUIREMENTS:

Social Work Program Attendance Policy:

Students are allowed three excused absences as defined by MSU absence policy. For an absence to be excused the student must inform the instructor the reason for the absence and provide documentation supporting the need for the class absence. A student who has missed five classes (including the three excused absences) will receive a lower letter grade. After six absences the student will be dropped from the class.

It is expected that students attend every class. If unable to attend class, please inform the instructor before the class starts (or before class time). If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that for each “uninformed class absence” 5 points will be taken off from the final points. Please note that the instructor should be informed directly via email. In case of an emergency, please inform the instructor as soon as possible. Coming late to class and leaving early from class without any prior notice will also have an adverse impact on attendance and participation grade.

Class Participation:

It is expected that students will contribute to the maintenance of a healthy learning environment, by paying attention to lectures, to fellow students’ contributions in the class and by not being disruptive in class. It is expected that students actively participate in class discussions and exercises. It is also expected that everyone who shares ideas/views is respectful of others’ time and ideas/views. We could agree to disagree but we ought not to be disagreeable.

Class participation is expected not only at the time of class discussions but also during lectures by raising pertinent questions, by contributing relevant ideas and by sharing relevant examples. Students will be expected to read all the assigned materials prior to class and be prepared to engage in class discussions related to the class topics.

Laptop and Cell Phone regulation:

No Photographing, recording, text messaging is allowed without the permission of the instructor. Please turn off or set cell phones on vibrate. Please do not surf the internet, listen to IPOD music while in class. Please note that using electronic devices during class time will have an adverse impact on attendance and participation grade.

Students with Disabilities: Note: Individuals requiring special accommodations according to the Americans with Disabilities Act, please present the instructor with a special Accommodation Request Form from the Midwestern State University Counseling Center.

Academic Integrity:
Academic integrity is essential to the mission of Midwestern State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the
course instructor) without the use of any outside resources. Students are not permitted to use old papers when preparing for this paper, nor may they consult with students who have already written the paper. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students, and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student affairs for disciplinary action which could result in suspension or expulsion from Midwestern State University.

All students are expected to submit their own original work. The presentation of another’s words or ideas as your own, without giving credit to the source is regarded as plagiarism. Academic fraud, plagiarism, dishonesty, and cheating are serious acts of academic misconduct. If you are unclear about the proper use and citation of sources, or the details and guidelines for any assignment, you should discuss your concerns prior to the due date with the instructor.

Academic fraud and cheating includes these and other misrepresentations:
- presentation of the ideas of others without credit to the source;
- use of direct quotations without quotation marks and without credit to source;
- paraphrasing without credit to the source;
- participation in group project which presents plagiarized material;
- failure to provide citations for material obtained through electronic research;
- downloading and submitting work from electronic data bases without citation;
- submitting material created/written by someone else as one’s own;
- copying from someone else’s exam, homework, or laboratory work;
- allowing someone else to copy or submit one’s work as his/her own;
- accepting credit for a group project without doing one’s share;
- submitting the same paper in more than one course;
- using notes or other materials during test without authorization;
- not following the guidelines specified by instructor for “take home” exams; and
- the fabrication of research data.

COURSE ASSIGNMENTS

Reading quizzes and Final Exam: There will be four reading quizzes (each worth 10 points) and a final exam (worth 30 points). The quizzes will not be chapter-based but based on content covered. The final exam will be given on the date scheduled by the university.

The quizzes and the final exam will consist of multiple-choice questions and true or false statements. As class presentations will be based on the text as well as materials from other sources, ONLY what is presented in class will be included in the quizzes and final exam. For the quizzes and the final exam, students will be required to use **Scantron**.
Assignment #1: Global South Country Assessment (50 points):

Select a country from the Global South (Google search for the list of countries). To avoid overlap of the choice of a country, inform the instructor of your choice. **Suggested guidelines for the assignment include:** The country, and what you want to learn? (You might include a map or other visual presentation); **Geographic Information:** What borders the country? Rivers, access to roads and motorized transport etc.; **Demographic information:** Population, primarily rural/urban; population variables (birth rate, sex ratio; life expectancy etc.); **Economic indicators:** Employment issues, distribution of earnings, distribution of income, Gross Domestic Product (GDP), poverty rates etc.; **Social indicators:** health care, social structure, social issues etc.; **Political information:** political parties; decentralized/centralized governance etc.; **Vulnerable populations:** Official “vulnerable,” indicators for children, women etc. and public perceptions of vulnerable groups.

Note: These are only guidelines. You may include any relevant information you consider important about the chosen country.

**Requirements:** The assignment must meet the following requirements:

1. Include a title page, and a references page.
2. Abstract is NOT required.
3. Double-space throughout, leaving a one-inch margin on all sides.
4. Use an easily readable font such as Times New Roman, Palatino, or Courier, in 12 point size throughout. NO other font and font size will be accepted.
5. Provide relevant section headings.
6. The required writing style is that of the American Psychological Association (APA) Publications Manual (6th ed.).
7. The assignment **should not exceed 5-7 pages,** including the cover page and the references page(s).
8. Refer as many sources as possible. Refer official websites and scholarly sources. Don’t use “Wikipedia” as a source for this assignment.
9. Review carefully the RUBRIC given below.
Assignment # 2- Immigration and Immigrants- Interviews with Immigrants (100 Points):
The purpose of this assignment is to expose students to the issues surrounding immigration in the U.S. and also the issues faced by immigrants; immigrants’ perceptions of the U.S. before moving to the United States and after. Students will interview 2 different recent immigrants (moved to the US within the last 5 years), and who were born and raised outside of the U.S.A. and are from another culture. If possible, choose an undocumented immigrant so you could compare the differences between the experiences of an immigrant and an undocumented immigrant. Avoid interviewing relatives so you are able to get a variety of information. It is important to specify where and how you identified the interviewee.
In your assignment, you will first discuss issues surrounding immigration followed by a description of the responses of each interviewee separately for not less than two pages. Do not identify their real names. You will also discuss your views about interviewees’ experiences in the U.S. as an immigrant and/or as an undocumented immigrant in an objective manner and discuss the need for international social work and also propose solutions which may be followed by social workers in assisting immigrants.
Note: The assignment will be evaluated on the basis of content, writing style (including organization, clarity, grammar, and punctuation) and timeliness of submission. While citations should be sufficient enough, they must not outdo students’ own ideas and critical thinking.

Requirements: The assignment must meet the following requirements:

1. Include a title page, and a references page.
2. Include your questions in the appendix (after the references page).
3. No abstract.
4. Double-space throughout, leaving a one-inch margin on all sides.
5. Use an easily readable font such as Times New Roman, Palatino, or Courier, in 12 point size throughout.
6. Provide relevant section headings.
7. The required writing style is that of the American Psychological Association (APA) Publications Manual (6th ed.).
8. Beside the text book, at least 3 different citations should be included in your assignment. At least 2 citations MUST be based on articles published in peer-reviewed journals, and within the last 5 years. At least 4 sources should be on your final references page.

9. The assignment should not exceed 8-10 pages, including the cover page and the reference page(s).

10. Review carefully the RUBRIC given below.

Assignment # 3: Global Human Rights/Social and Economic Justice Issue and Class Presentation (150 points):

Choose a global human rights or social and economic justice issue affecting both the Global South and the Global North. Prepare a brief statement of the issue/problem, and elaborate on the background and impact of the issue and provide a rationale for your concern about the issue. Do a thorough research of the issue from peer-reviewed journals and reputable web-based sources (No Wikipedia please!). Discuss the role of international organizations, such as, IFSW, IASSW, United Nations, International Monetary Fund (IMF), World Bank (WB), United Nations Universal Declaration of Human rights, and any other relevant organizations in alleviating the chosen issue. Discuss what different intervention strategies you might formulate and why, and what would be the expected outcomes of your intervention strategies, different to that of the international organizations. In your discussion, incorporate any relevant concept(s), views studied in other social work courses. This assignment should also be presented in class for 15-20 minutes during the last week of the semester. The presentation should be a PowerPoint presentation. The total points for the assignment will be based on both written communication and oral communication. Further details will be provided in class.

Requirements: The assignment must meet the following requirements:

1. Include a title page, and a references page.
2. No abstract.
3. Double-space throughout, leaving a one-inch margin on all sides.
4. Use an easily readable font such as Times New Roman, Palatino, or Courier, in 12 point size throughout.
5. Provide relevant section headings.

6. The **required writing style** is that of the *American Psychological Association* (APA) Publications Manual (6th ed.).

7. Beside the text book, at least 4 different citations should be included in your assignment. At least 3 citations **MUST** be based on articles published in peer-reviewed journals, and within the last 5 years. At least 5 sources should be on your final references page.

8. The **assignment** should not exceed **8-10 pages**, including the cover page and the reference page(s).

9. Review carefully the RUBRIC given below.

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**Rubric for the Assignments**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Purpose</th>
<th>Thesis</th>
<th>Organization</th>
<th>Style</th>
<th>Grammar</th>
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</thead>
<tbody>
<tr>
<td><strong>The “A” Paper</strong></td>
<td>Fulfills the assignment with originality, creativity and insight, and with a clear sense of audience and purpose.</td>
<td>Asserts a clear thesis statement amply supported by appropriate and substantial evidence. Sources are appropriate and deftly integrated into the text.</td>
<td>It is well organized, enabling a clear comprehension of the main idea and argument. Each paragraph is well focused and well developed, with a clear topic sentence and concrete support.</td>
<td>Is clearly, concisely and originally written with an authentic voice. Sentence types and length vary, transitions are smooth, and diction is precise and original.</td>
<td>There are no major spelling, grammatical, or mechanical errors. There may be one or two minor errors that do not interfere with the reader’s comprehension.</td>
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<tr>
<td><strong>The “B” Paper</strong></td>
<td>Fulfills the assignment with a clear sense of audience and purpose.</td>
<td>Clearly articulates a thesis, well supported by appropriate and substantial evidence. Sources are well</td>
<td>Is clearly organized. Most paragraphs are well focused with clear topic sentences and concrete support.</td>
<td>Is written clearly and with carefully chosen words and smooth transitions.</td>
<td>A few errors but nothing that interferes with the reader’s comprehension.</td>
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</tbody>
</table>
The “C” Paper

Fulfills the assignment, but in an unoriginal and unimaginative way, and with only a general understanding of audience and purpose.

Has a clear but unoriginal thesis, with predictable supporting reasons and/or evidence. Sources are integrated, though not very well.

Is sensibly organized, with distinguishable paragraphs that would nonetheless benefit from clearer topic sentences, better development, and better transitions.

Lacks sentence variety and employs vague and/or limited diction. Sentences may be relatively error-free, but written mechanically, with no authentic voice.

Contains a few major errors or many minor errors, some of which obstruct clear comprehension. Would benefit from better proofreading.

The “F” Paper

Has not fulfilled the assignment, and has little sense of audience and purpose.

Lacks a clear thesis, or has a clear thesis with insufficient or plagiarized support.

Is unclearly organized.

Is so stylistically awkward that it is difficult to comprehend.

Contains many grammatical errors.

Note: Any one of the following would merit the grade of “F”

EVALUATION OF COURSE OUTCOMES:

The student’s achievement will be evaluated on the basis of written assignments, class exams, and class participation.

The final grade will be calculated based upon the points that a student has accumulated throughout the term. A student may earn points as follows:

Class Attendance & Participation 15 Points

Participation 15 Points

Reading quizzes (4) – Each Worth 10 Points 40 Points
Assignment # 1  50 Points
Assignment # 2  100 Points
Assignment # 3 & Class Presentation  150 Points
Final Exam  30 Points
Total  400 Points

Late Assignments
Late assignments shall have a negative effect on grade. Only electronic copy of the assignment will be accepted. Late assignments are assessed a penalty of 5 points per day. Do your assignments early to avoid computer, printer, or family emergencies. If anyone has difficulty with writing, please seek help from the University Writing Center.

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the second floor atrium of Prothro-Yeager! Tutoring is available Monday through Thursday from 9 am to 4 pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 pm to 9 pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

Course Changes:
Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but only respond to them. Therefore, the instructor reserves the right to alter the course outline, assignments, or examination dates in order to incorporate these unexpected learning moments.

GRADING SCALE
The total grade for the course is an accumulation of the points earned on each assignment. The following letter grades are used:

A=90% of available points
B=80-89% of available points
C=70-79% of available points
D=60-69% of available points
F=0-59% of available points

Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade. Students must repeat social work courses in which they receive a grade of D or F.

COURSE SCHEDULE (TENTATIVE)

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1 (January 17, Tuesday &amp; January 19, Thursday, 2017)</td>
<td>Course Introduction</td>
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<td></td>
<td>Chapter 1: International social development Appendix A: Universal Declaration of Human Rights</td>
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<td>Week 2 (January 24, Tuesday &amp; January 26, Thursday)</td>
<td>Chapter 1 contd...</td>
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<td>Chapter 2: Human rights Appendix A: Universal Declaration of Human Rights</td>
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<td>Week 3 (January 31, Tuesday &amp; February 2, Thursday)</td>
<td>Chapter 2: Human rights Appendix A: Universal Declaration of Human Rights contd...</td>
<td>Reading Quiz 1 on February 2, Thursday</td>
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<tr>
<td>Week 4 (February 7, Tuesday &amp; February 9, Thursday)</td>
<td>Chapter 3: Human trafficking</td>
<td>Assignment # 1 due by 11.59 pm on February 12, Sunday</td>
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<td>Week 5 (February 14, Tuesday &amp; February 16, Thursday)</td>
<td>Chapter 3: Human trafficking contd...</td>
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<td>Week 6 (February 21, Tuesday &amp; February 23, Thursday)</td>
<td>Chapter 4: International child welfare</td>
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<tr>
<td>Week 7 (February 28, Tuesday &amp; March 2, Thursday)</td>
<td>Chapter 4: International child welfare contd…</td>
<td>Reading Quiz 2 on March 2, Thursday</td>
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<td>Week 8 (March 7, Tuesday &amp; March 9, Thursday)</td>
<td>Chapter 5: War and conflict</td>
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<td><strong>SPRING BREAK- NO CLASSES (March 11-19)</strong></td>
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<td>Week 9 (March 21, Tuesday &amp; March 23, Thursday)</td>
<td>Chapter 6: AIDS</td>
<td>Reading Quiz 3 on March 23, Thursday</td>
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<td>Week 10 (March 28, Tuesday &amp; March 30, Thursday)</td>
<td>Chapter 7: Issues particularly affecting women</td>
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<td>Week 11 (April 4, Tuesday &amp; April 6, Thursday)</td>
<td>Chapter 8: Social work and the physical environment</td>
<td>Assignment # 2 due by 11.59 pm on April 9, Sunday</td>
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<tr>
<td>Week 12 (April 11, Tuesday)</td>
<td>Chapter 9: Millennium development goals and beyond</td>
<td>Reading Quiz 4 on April 11, Tuesday</td>
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<tr>
<td><strong>EASTER BREAK- NO CLASSES (April 13-16)</strong></td>
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<tr>
<td>Week 13 (April 19, Tuesday &amp; April 21, Thursday)</td>
<td>Chapter 9: Millennium development goals and beyond contd…</td>
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<tr>
<td>Week 14 (April 25, Tuesday &amp; April 27, Thursday)</td>
<td>Chapter 10: A call to action</td>
<td>Assignment # 3 due by 11.59 pm on April 30, Sunday</td>
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<tr>
<td>Week 15 (May 2, Tuesday &amp; May 4, Thursday)</td>
<td>Class Presentations</td>
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<td>Week 16 (May 9, Tuesday)</td>
<td>Final Exam (3.30-5.30 pm)</td>
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</tbody>
</table>
BIBLIOGRAPHY


Internet-Based Research Websites:


www.freedomhouse.org  Freedome House

http://www.transparency.org/ Transparency International

http://www.worldbank.org/  World Bank

http://www.youthink.worldbank.org/

http://www.unicef.org/  UNICEF

http://www.unicef-icdc.org UNICEF Innocenti Research Centre

http://www.who.int/en/  World Health Organization

http://www.unifem-eseasia.org/index.html  United Nations Development Fund for Women East and South East Asia Region

http://www.unwomen.org/  UN Women

http://www.hrw.org/  Human Rights Watch

http://www.migrationdrc.org/  Development Research Center on Migration, Globalization and Poverty

http://www.humantrafficking.org/  Resource on Human Trafficking

http://www.unodc.org/  UN Office on Drugs and Crime


http://www.ethicanet.org/  Ethica: An Independent Voice for Ethical Adoption

http://www.mrfcj.org/  Mary Robinson Foundation Climate Justice