

# Elizabethtown College

## Department of Social Work

### SW 260: International Social Development Fall 2009

**Instructor:** Susan Mapp, Ph.D.

**Schedule:** MW 2:00 – 3:20

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**Office hours:** MW 8:00-9:30, TH 12:30-2:00; available other times by appointment

### Required Readings

#### Required Text:

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

#### Other Readings

Bales, K. (2004). *Disposable people: New slavery in the global economy* (revised ed.). Berkeley, CA: University of California Press.

Farmer, P. (2005). Suffering and structural violence. In P.S. Rothenberg (Ed.) *Beyond borders: Thinking critically about global issues* (pp. 368-393). New York: Worth Publishers.

Iweala, U. (2005). *Beasts of no nation*. New York: Harper/Collins.

Sachs, J. D. (2005). *The end of poverty: Economic possibilities for our time*. New York: Penguin Group

### Course Description

A study of global issues focusing on social issues affecting the Global South. Issues to be examined will include AIDS/health care, modern slavery, refugees, and poverty. The history and development of these issues, how culture of individual countries or regions affect the development and response, as well as future possibilities for resolution will be examined. Students will be actively involved in projects of their own design to help create solutions.

### Course Content

This course provides opportunities for and encourages students to consider the issues affecting struggling populations and human diversity. It acknowledges and addresses the issues of societal, cultural and economic values and their impact on the development of, and response to, social issues. Students are encouraged to formulate and examine research ideas related to problems of, or service to, affected peoples. Students will achieve a fuller understanding of the social, political, and economic dynamics of contemporary social development.

### Course Objectives

- ❖ Introduce students to the dynamics of international social development across societies and under differing social, political, and economic systems;

- ❖ Understand how a country's historical and current culture affect its response to global issues
- ❖ Introduce students to the international forces that impede progress toward more rapid patterns of social and economic development for historically disadvantaged population groups, including racially, ethnically, and culturally diverse population groups
- ❖ Understand the social construction of culture and its impact on human thought and behavior, personal identity, public and private institutions, and society
- ❖ Be able to make cross-cultural comparisons in examining responses to global issues
- ❖ Develop a constructive, culturally sensitive response to a social problem that will assist in alleviating the problem.

## **Course Requirements**

Course requirements will consist of three essay examinations, a paper, presentation and a group project. Regular class attendance is expected, and students should come to class prepared to actively participate in class discussions. Course requirements, their due dates, and their contribution to the final grade are summarized below. Assignments are to be turned in at the beginning of the class on the date due.

## **Assignments**

**Examinations:** There are three examinations in this course. These will be take-home essay exams and will emphasize integration and synthesis of the course material. Spelling and grammar count.

**Individual research project** – You will be responsible for investigating a social issue in a country considered to be part of the Global South. Topics must be approved by the professor. Be certain to focus on one issue in one country. Topics are to be turned in by the date on the syllabus. You will turn in a 10-12 page paper. Your paper must be properly cited in APA 5<sup>th</sup> edition format. A minimum of six scholarly sources must be used. Do not cite your text as it is a secondary source.

There should be a thorough understanding of the issue. The paper must detail the following at a minimum. Also include any other information about the issue and culture necessary to understanding the issue about which you are writing. When discussing your issue, be sure to include:

- State what human right is being violated and cite the relevant document and article (many issues can theoretically violate more than one right; select the \*primary\* one.
- How the issue you have chosen developed in this culture
- Why did it develop in this way? How did it spread? How did culture affect this?
- How do the different systems that comprise culture respond to this issue? (e.g., religion, tribe, ethnicity, gender roles)
- What are government policies in response to it?
- What is the international response to this issue (if any)
- What cultural issues must be considering when developing interventions?
- What is the impact of this problem on people? How does it impede their development? "Why do we care?"

**Human Rights Tribunal** – Based on your research for your paper, you will prepare a statement regarding the human rights violation discussed in your paper. This should be developed in the voice of a person who would be testifying about their personal experience. It should incorporate the material from your paper about the right being violated, the influences within that nation as to why it occurs as well as how it would impact that person. This should be approximately 10 minutes of presentation. Each student will take turns serving as hearing judges at the tribunal and will also be assessed in the thoughtful questions they ask the witnesses.

**Advocacy Project:** For your project, you will be divided into groups of three to five people to help solve a problem at least one of you has researched. For example, if you are addressing the problem of AIDS orphans in Botswana, you can do a fund-raiser for a specific orphanage and send them the money. If you are discussing the status of women in Afghanistan, you can collect school supplies to help schools there so girls can be educated. These are simply a few examples to spark your imagination. Your group must turn in a write-up of your project by the last day of class. In this write-up include:

- A brief description of the problem this problem was attempting to alleviate
- Why did your group feel that the project you designed would help?
- Describe the project, including who did what
- Assess the project, including whether it turned out the way you anticipated and whether you feel it will have the anticipated impact

In addition, *each individual* student must grade the effort by their group members with a numerical grade and a paragraph describing why they feel that person has earned this grade. These grades will be used in assigning final individual grade to ensure that no one just coasts on the efforts of others.

**Attendance Policy:** You are expected to attend all classes, and are responsible for obtaining any missed material from classmates. You are expected to be in class on the day of the exams. If you are unable to attend class, I need to be contacted prior to class on that day. Papers are due at the beginning of class on the date specified on the syllabus. Papers turned in more than 15 minutes after the start of class (i.e., 2:15 p.m.) will be marked late. **Late papers will be reduced by 5 points for every day (24 hour period) that they are late.** You must consult with the instructor prior to the due date if there are personal circumstances that prevent you from having your work completed.

**Students are expected to be at every class.** The nature of this class is highly dependent on student participation and interaction. Missing class will put students at great jeopardy in learning and comprehending the material. More than three absences is considered excessive and will result in the lowering of the student's attendance/participation grade. Each absence past the allotted three will result in the participation grade being lowered 5 points for *each* additional absence. Absences are only excused with appropriate paperwork, e.g. hospital admission form, funeral program.

Participation is extremely important in this class. Both quality and quantity will be considered in assessing participation. For each day's readings, students are expected to write down and bring one "real question" to class that was generated for them through the reading. Real questions will often be used to start discussion in the class. Real questions:

- often have no obviously right or wrong answer
- cannot be answered with a "yes," "no," or "maybe"
- cannot be answered with a definition
- cannot be answered with a laundry list
- cannot be answered with a number
- generate creative thinking
- generate critical thinking on an issue or idea
- generate discussion, controversy or debate

#### Cell phone policy

As cell phones (and other electronic devices) detract from the classroom experience, the following rules apply. All electronic devices must be **OFF** during classroom experience; vibrate mode can still be heard and distract from your education. If your cell phone goes off during class, you will lose your participation point

for that day. If you use your cell phone (or other device) during class, your final participation grade will drop by 10 points *for each occurrence*.

**Plagiarism Policy:** Students are expected to refrain from plagiarism at all times. Always cite the author(s) whose work you are using, do not use their words, use your own words. If you use their words, it must be in quotation marks and clearly cited. However, direct quotes should be used rarely. If you are quoting because you do not understand what you are reading, see me! Any student who is caught plagiarizing will be penalized. The maximum penalty is expulsion from the College; it is not worth it!

### Course Grading

3 examinations @ 15% each	45%
Research paper	20%
Human Rights tribunal	10%
Issue Advocacy project	15%
Attendance/participation	10%

### Grading Scale

Please note: The social work department uses the following grading scale.

94-100	A	80-82	B-	67-69	D+
90-93	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	Below 60	F

### Students with Disabilities:

If you have a documented disability and need reasonable accommodations to fully participate in course activities or meet course requirements, you must:

- (1) contact the Director of Disability Services, Shirley Deichert, in the Center of Student Success, BSC 288, (717) 361-1227, deichesa@etown.edu, AND
- (2) meet with me, the instructor, within two weeks of receiving a copy of the accommodation letter from Disability Services to discuss your accommodation needs and their implementation.

### Course Outline

Date	Topics and Reading
Aug. 27	Introduction to class, expectations, terminology
Aug. 29	<i>What is social development? Explanations of underdevelopment</i> <u>Reading:</u> Preface, Mapp, Chapter 1
Sept. 5	<i>How we think about the world</i> <u>Reading:</u> Mapp, Chapter 1
Sept. 10/12	<i>Human rights – international frameworks and treaties</i>

	<p><u>Reading:</u> Mapp, Ch. 2, Appendix A Review UN Conventions</p> <ul style="list-style-type: none"> <li>▪ Universal Declaration of Human Rights: <a href="http://www.un.org/Overview/rights.html">http://www.un.org/Overview/rights.html</a></li> <li>▪ United Nations Declaration on the Elimination of All Forms of Racial Discrimination: <a href="http://www.unhchr.ch/html/menu3/b/9.htm">http://www.unhchr.ch/html/menu3/b/9.htm</a></li> <li>▪ Convention on the Elimination of All Forms of Discrimination against Women <a href="http://www.unhchr.ch/html/menu3/b/e1cedaw.htm">http://www.unhchr.ch/html/menu3/b/e1cedaw.htm</a></li> <li>▪ Declaration of the Rights of the Child <a href="http://www.ohchr.org/english/law/crc.htm">http://www.ohchr.org/english/law/crc.htm</a></li> </ul>
Sept. 17/19/24/26	<p><i>Forced Labor</i> <u>Reading:</u> Mapp, Chapter 3; Bales, “India” Sept. 26 <i>Take Home Exam one given</i></p>
Oct. 1/3/8	<p><i>Child Welfare</i> <u>Reading:</u> Mapp, Chapter 4; Iweala, p. 12-22, 42-51 <b>Oct. 3 - Take home exam one due</b></p>
Oct. 3	Attend Wednesday at 11 speaker
Oct. 10/15/17	<p><i>Violence and Conflict</i> <i>Impact in suffering and receiving countries</i> <u>Reading:</u> Mapp – Chapter 5</p>
Oct 22/24/29	<p><i>Issues particularly affecting women</i> <u>Reading:</u> Mapp, Chapter 7 <i>Oct 24: Take home exam two given</i></p>
Oct. 31/Nov.7/12/14	<p><i>AIDS</i> <u>Reading:</u> Mapp, Chapter 6; Farmer <b>Oct. 31: Take home exam two due</b></p>
Nov. 5	<b>No class – work on your project and paper!</b>
Nov. 19	<p><i>Millennium Development Goals</i> Readings: Mapp, Chapter 8; Sachs, Ch. 12 <a href="http://www.un.org/millenniumgoals/">http://www.un.org/millenniumgoals/</a></p>
Nov. 21	<b>Thanksgiving Break</b>
Nov. 26	<p><i>Summary</i> Readings: Sachs, Ch.17, Mapp Ch. 9 Impact of poverty, discrimination and education on social development issues</p>
Nov. 28/ Dec. 3	<p><b>Human Rights tribunal</b> <b>All papers due November 28</b></p>
Dec 5	<p>Last day of class – wrap-up and evaluation <i>Final Take home exam given</i></p>
December 14 – 11 a.m.	<b>Final comprehensive exam due at latest</b>