UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2019

Course Number:	**SOWK 673 SO1**	**Classroom:**	**TRA 102**
Course Name:	**International Social Development**		
Day & Time:	**Tuesday 1PM - 4PM**		

Instructor: Dr. Aamir Jamal **Telephone: 403 220 7324**	**Office Hours: Tuesdays and Thursdays 11AM – 1PM, MT 421** **Email: aamir.jamal@ucalgary.ca**

COURSE OUTLINE

Syllabus Statement

Examines issues in international social development. There will be an emphasis on analysis of the social forces and conditions giving rise to different models of social development, and on what each of these alternative models tends to produce in terms of social welfare policies and programs.

Course Description

This course focuses on the international dimension of social forces and the welfare dimension of development. Defined from a critical perspective, social welfare deals with social emancipation – that is, the liberation of people from socio-political and socio-economic bondages. Defined in terms of the practice of international social development, social welfare deals with humanitarian aid and/or social problems incurred by development. In this framework, international social work practice is addressed as a critical link between development and welfare. Models of development are examined in terms of models from below (advocated by international civil society) and models from above (advanced by international agencies). Some of the issues to be addressed in the framework of international social development include globalization, human rights, refugees, environment, gender and development, natural and man-made disasters, and humanitarian aid. This course has no prerequisites.

Learning Objectives

1. To examine the scope and nature of international social development theory and practice from a historical perspective, focusing on North-South development polarities and politics.
   Skill objectives: to understand the jargon, rhetoric and reality of development.

2. To evaluate economic, political, environmental, and technological dimensions of globalization and its implications on the lives of disadvantaged communities across the globe.

3. To examine the scope and nature of international social work and its relationship to international social development.
   Skill objectives: to develop proficiency in utilizing resources in international social work and social development.

4. To examine models of development from above and models of development from below and their relationship to issues in international social development.
Skill objectives: to develop a critical understanding of central measures (or assessment tools) of international social development.

5. To explore the role and skills of social work with sensitivity to the ways in which international issues impact social work practice locally, nationally and internationally.

6. To explore knowledge of alternative directions toward, and of roles that social workers can take in advocating for human rights, social justice and sustainable social structures.

7. To develop knowledge and skills in cultural sensitivity and cultural diversity and the impact of globalization on community development.

Relationship to Other Courses

This is a graduate elective offered in the Social Work Faculty, to which students in other specializations may be admitted with the consent of instructor. For students in the International Social Work and Community Development specialization, SOWK 673 serves as one of the core courses. The content of this course relates the international context of social justice and social policy to social work practice in internationalized settings or situations. The course is directly related to International Social Work Practice courses such as SOWK 675, Advanced International Social Work Modules; and SOWK 677, Social Work Research for International and Community Methods.

Course Text(s)

Midgley, J. (2014). *Social development: Theory and practice*. Los Angeles, CA: Sage.

A series of required and recommended readings have been identified that can be accessed on-line through the library or will be posted on D2L. Students are also encouraged to make extensive use of the recommended books and bibliography included in this course outline.

Class Schedule

The course is designed with flexibility in mind. Sometimes, we may not cover all the material scheduled for a given class. In such cases, we shall catch up in the next class. I may include new reading material according to contemporary global issues and emerging body of literature.

Session 1 September 10	**Introductions – Course overview** Introduction to international social development; course outline and seminar organization and process. • **Readings:** • Midgely, pp. xiii-39
Session 2 September 17	**International social development – A case study** The struggles of women in global south - Gender justice and girls' education in South Asia. Barriers to girls' education -- How is cultural, religious, and political power used in the context of gender justice and to restrict girls' education? How to effectively engage men in gender justice initiatives. Review of the role of international community and particularly Canada in international development.

	Readings: • Jamal, A. (2015). Engaging men for gender justice: Overcoming barriers to girls' education in the Pashtun tribes of northwest Pakistan. *International Journal of Social Welfare.* 24:3, 273–286. • Hoodfar, H. (2007). Women, religion and the "Afghan Education Movement" in Iran. *Journal of Development Studies*, 43(2), 265-293
Session 3 September 24	**International institutions and NGOs** Historical and political context of international development; agencies of development; and core skills and social work roles in community/international development. What are the constraints/barriers of NGOs in Development? What are some criticisms of NGOs? NGO governance in neo-liberal policy context. **Readings:** • Roff, S. (2004) Nongovernmental organizations: The strengths perspective at work. *International Social Work,* 47(2), 202-212. 6 • Jamal, A., & Baldwin, C. (2017). Angels of mercy or smiling western invaders? Community's perception of NGOs in northwest Pakistan. *International Social Work*, doi 002087281771123. • Kamat, S. (2003). The NGO phenomenon and political culture in the third world. *Development*, 46(1), 88-93.
Session 4 October 1	**Globalization and international social work** Globalization: What does it mean? What are the impacts of globalization on the poor in developing countries? Factors leading to globalization; benefits and costs; main actors. Global issues – Poverty, inequality and economic dislocations; Hunger, starvation and famine as immediate indicators of poverty. What are the positive and negative impacts of having a global labor force on women and men? What are the major flaws of Globalization? What are the alternatives? **Readings:** • Ellwood, W. (2010). *No-Nonsense Guide to Globalization, 3rd Edition.* Toronto. (pp.5-25) • Kuruvilla, S. (2005). Social work and social development in India. In Ferguson, I., Lavalette, M. & Whitmore, E. (Eds.) *Globalization, Global Justice and Social Work*. New York, NY: Routledge. OR • Midgley, J. (2003). Globalization: What does it really mean? in Globalization: What's wrong with it? (pp. 27-61) In Madeley, J. A *People's World*. NY: Zed Books.
Session 5 October 8	**International social development: theory** Theoretical debates – Goals of social development, Development as freedom – Human development approach Alternative ideologies **Reading:** • Midgely, Chapter 3 • Desai, M. (2014). The paradigm of international social development: *Ideologies, development systems and policy approaches.* New York, NY: Routledge, 21-41. • http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/reader.action?ppg=38&docID=1524149&tm=1500491337790
Session 6 October 15	**International social development: Policy and practice** Conceptual and professional framework, universalism and cultural relativism debate. Social constructivist framework; strengthening social and cultural wellbeing. Cultural understanding in a global context – ethics and values in international social work practice. Indigenous social work around the world 7

	Readings: • Midgely, Chapter 4 • Healy, L. (2007). Universalism and cultural relativism in social work ethics. International Social Work, 50(11). • Hair, H.J. & O'Donoghue, K. (2009). Culturally relevant, socially just social work supervision: Becoming visible through a social constructionist lens. Journal of Ethnic & Cultural Diversity in Social Work, 18, 70–88. • Gray, M. Coates, J, Yellow Bird, M. (2008). Indigenous social work around the world: Towards culturally relevant education and practice, 1- 10.
Session 7 October 22	**International Social Development – Policy and practice II** Sustainable Development Goals – building a platform for international development. Human Capital and Social development **Group Meetings – Preparation for Seminars** **Readings:** • Midgely, Chapter 5 • The Sustainable Goals Report 2018 • https://unstats.un.org/sdgs/report/2018 • Human Development Report 2018
Session 8 October 29	Issues in International Development – Student Facilitated Seminar
Session 9 November 5	Issues in International Development – Student Facilitated Seminar
Session 10 November 12	Reading Week (Nov 10-16) – No Classes
Session 11 November 19	Issues in International Development – Student Facilitated Seminar
Session 12 November 26	**International social work - Models of development** Policy alternatives of anti-globalization movements; Interplays between local and global contexts in social work; Grass roots social work; Social policies for social protection; Advocacy and consciousness raising **Readings:** • Desai, M. (2014*). The paradigm of international social development: Ideologies, development systems and policy approaches*. New York, NY: Routledge, 195-216. • http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/reader.action?ppg=212&docID=1524149&tm=1500491417580 • Ferraro, E. (2003). From pavement to piazza: Grassroots social work to counteract the globalization of marginality. *Social Policy & Administration*, 37(2). 198-217. • Ferguson, I., and Lavalette, M. (2005). Another world is possible: Social work and the struggle for social justice. In Ferguson, I., Lavalette, M. & Whitmore, E. (Eds.) *Globalization, Global Justice and Social Work.* Routledge, New York, NY. 207-223 • Healy, L. (2001). *International Social Work – Professional Action in an Interdependent World,* New York, NY, Oxford University Presspp. 151-167.

Session 13 December 3	**International Social Work – Global Social Justice** Social work and the struggle for global social justice; decolonizing the colonized mind; Global agenda and social work practice. Review of the course; Course evaluation **Readings:** • Desai, M. (2014). *The paradigm of international social development: Ideologies, development systems and policy approaches*. New York, NY: Routledge. 302-323. http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgaryebooks/reader.action?ppg=319&docID=1524149&tm=1500491451694 Ife, J. (2007). The new international agendas: what role for social work. *International Federation of Social Worker*. • Healy, L. & Wairire, G. (2014). Educating for the Global Agenda: Internationally relevant conceptual frameworks and knowledge for social work education, *International Social Work,* Vol. 57(3), 235–247.

Assignments

	Assignment	Weigh	Due Date
1	**Reading Reflection Papers**	**25%**	To be submitted on Thursday prior to Tuesday's class.
2	**Seminar / Student Facilitated Discussion**	**35%**	As scheduled
3	**Book Review: Written**	**30%**	October 15
4	**Class Participation**	**10%**	Ongoing

Please follow detailed instructions for each assignment available on D2L.

Class participation (10%)
Your grades will be based on participation in each class, ethical standard of communication and quality of class participation (demonstrate preparation, keeps analysis focused, responds thoughtfully and respectfully to other students' comments etc.). An **environment of collegiality and respect** will be maintained in all class interactions. Full participation in the classroom-learning environment allows students to cultivate professional standards and comprehend the complexity of program goals. Course learning objectives are achieved through interactive exercises, guest speakers, lectures, and group discussions. Part of understanding your own values and positions on issues is confronting the values and

positions presented in readings, and participating in class discussions to critically examine your understanding of readings against the understanding of others. It is important to share your viewpoint and react in a **respectful and thoughtful way** to the viewpoints of others. These discussions are very important in the course.
If you are unable to attend a class due to illness or emergency, please notify the instructor and the school office before class. A student is responsible for arranging with instructor to catch up on material missed due to absence.

Grading

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

Professional Conduct
As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): https://casw-acts.ca/en/Code-of-Ethics and the Alberta College of Social Work Standards of Practice (2013): https://acsw.in1touch.org/uploaded/web/website/DRAFT%20ACSW%20Standards%20of%20Practice%20Bill%2021%20Implementation%2002282019.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

Research Ethics
"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) *before* beginning the assignment."

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Writing Expectations
It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar http://www.ucalgary.ca/pubs/calendar/current/k-2.html

All social work students are expected to review the Academic Integrity Module before beginning their program: https://connect.ucalgary.ca/p8lgb1nucdh/

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: http://ucalgary.ca/ssc/graduatestudent

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Supports for Mental Health and Wellness
The UCalgary Student Wellness Centre https://www.ucalgary.ca/wellness-services is an on-campus student wellness centre offering a variety of medical services, mental health services, and drop in spaces and programs. The Centre is located on the third floor of MacEwan Student Centre (MSC 370).

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed.
For more information visit the Campus Mental Health Strategy website https://ucalgary.ca/mentalhealth/

The UCalgary Student Wellness Centre provides mental health support and education to University of Calgary students Monday to Friday from 9:00a.m. to 4:30p.m. Call 403-210-9355 to make an appointment, or use drop-in appointment times (weekdays at 10:00am and 2:00pm). Afterhours support is also available by calling 403.210.9355.

Students can also call the Alberta wide, 24/7 Mental Health Help Line 1-877-303-2642 (toll free within Alberta) for confidential, anonymous service; crisis intervention; information about mental health programs and services; and referrals to other agencies if needed.

Sexual Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

Technology
Students must use their ucalgary email address as the preferred email for university communications.
Cell phones must be turned off in class unless otherwise arranged with the instructor.

Student Representatives
The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).
The Student Ombudsman's Office can be reached at http://www.ucalgary.ca/ombuds/ for assistance with any academic and non-academic misconduct concerns.

FOIP Act
The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Academic Accommodations
It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course. If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services http://www.ucalgary.ca/access/ (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in

writing, to their Instructor or to Jessica Ayala, the Faculty of Social Work's Associate Dean (Teaching & Learning) jayala@ucalgary.ca.

Appeals
If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

Building Evacuations
When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333
Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.