

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	Social Work
Course Number and Title:	SOWK/IE 450 International Social Welfare and Development
Division:	Upper
Faculty Name:	Larry W. Owens, Ed.D., CSW
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course will explore key international social welfare issues from the perspective of globalization in social, economic, and political arenas. Students will be exposed to a variety of global social issues related to social welfare and social development. Engaging in critical thinking and analysis of global social welfare issues, students will explore how political, economic, cultural, religious, historical, and environmental factors impact the delivery of sustainable, effective, and humane services in different regions of the world. We will give special attention to issues in countries on the Semester at Sea Spring 2019 itinerary. Emphasis will be placed on the need for reciprocity in international collaboration. Students will gain practical experience in working within multi-disciplinary teams. Students will have the opportunity to acquire knowledge of international social welfare activities as well as the analytical skills to address and debate complex international issues. The course will examine the emerging Global Agenda on Social Work and Social Development and other key international policies (e.g. Universal Declaration of Human Rights and UN Millennium Development Goals) that underpin humanitarian and development work.

LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

1. Describe the primary components of social welfare and social policies, identifying the typical public and private forms for social welfare delivery for school-aged children, families, and the elderly.
2. Explore how social programs are enacted, implemented, and operated in public arenas, as well as in non-governmental organizations and international humanitarian organizations.
3. Examine the role of families in social welfare policy development and how the role of family influences social welfare policies in different countries.
4. Undertake a comparative study that examines a select group of social welfare policies and social development programs in two countries, preferably in different continents.

5. Address issues related to cross-cultural professional practice, issues such as interpersonal relationship building, program development, language acquisition, use of interpreters, employment options and hiring issues, how to identify fundable research opportunities, and funding social programs and humanitarian efforts.

REQUIRED TEXTBOOKS

AUTHOR: Healy, L. M. & Link, R.
 TITLE: *Handbook of International Social Work: Human Rights, Development, & Global Profession*
 PUBLISHER: New York, NY: Oxford University Press
 ISBN #: 978-0-19-533361-9
 DATE/EDITION: 2012

Other Readings:

- Grise-Owens, E., Miller, J., & Owens, L. W. (2014). Responding to global shifts: Meta-practice as a relevant social work practice paradigm. *Journal of Teaching in Social Work*, 34(1), 46-59.
- IFSW (2014). Global agenda for social work and social development: First report – promoting social and economic equalities. *International Social Work*, 54(S4), 3-16.
- IFSW (2014). Africa region. *International Social Work*, 54(S4), 17-23.
- IFSW (2014). Asia-Pacific region. *International Social Work*, 54(S4), 25-30.
- IFSW (2014). European region. *International Social Work*, 54(S4), 31-39.
- IFSW (2014). Latin America and Caribbean region. *International Social Work*, 54(S4), 41-44.
- IFSW (2014). North American region. *International Social Work*, 54(S4), 45-49.
- IFSW (2014). Appendix I: The partner organisations. *International Social Work*, 54(S4), 51.
- IFSW (2014). Appendix II: The global agenda for social work and social development – history and process. *International Social Work*, 54(S4), 53-55.
- International Association of Schools of Social Work, International Council on Social Welfare, and International Federation of Social Workers (2012). *The global agenda for social work and social development: Commitment to action*.
- United Nations. (1948). *United Nations universal declaration of human rights 1948*. New York: Author.

TOPICAL OUTLINE OF COURSE

Date/Location A Day, Kaisersaal 12:30-13:50	Topic	Readings/Assignments
<i>Depart Ensenada, Mexico – January 05</i>		
A1 —January 07	Syllabus/Course Overview	Healy & Link, Chp. 1

A2 —January 09	International SW, Globalization, Development	Healy & Link, Chps. 2-4 IFSW 3-16
A3 —January 11	History, Global Agenda, Meta-Practice	Healy & Link, Chps. 8 IFSW, p. 3-16 Grise-Owens, Miller, & Owens
<i>Honolulu, Hawaii – January 12</i>		
A4 —January 14	Social Justice, Social Development, Culture	Healy & Link, Chps. 7, 14, 17, 18
<i>International Date Line crossing (Lost Day) – January 16</i>		
A5 —January 17	Social Justice, Social Development, Culture	Healy & Link, Chps. 7, 14, 17, 18
<i>Study Day (No Class) – January 19</i>		
A6 —January 20	Human Rights	Healy & Link, Chps. 5, 66-70 UN Declaration of Human Rights
A7 —January 22	Human Rights	Healy & Link, Chps. 5, 66-70 UN Declaration of Human Rights
<i>Kobe, Japan – January 24-28</i>		
A8 —January 29	Asia, Australia/New Zealand	Healy & Link, Chps. 56- 57 IFSW, p. 25-30
<i>Shanghai, China – January 31 - February 01</i>		
<i>In-Transit – February 02-03</i>		
<i>Hong Kong, SAR – February 04- 05</i>		
A9 —February 06	Ethics	Healy & Link, Chps. 46, Appendix A & B
<i>Ho Chi Minh City, Vietnam – February 08-13</i>		
A10 —February 14	Children	Healy & Link, Chps. 11, 20-23, 41
<i>Community Programming (No Class) – February 16</i>		
A11 —February 17	Aging	Healy & Link, Chps. 19
<i>Yangon, Myanmar – February 19- 23</i>		

A12–February 24	Women	Healy & Link, Chps. 9, 38, 40
A13– February 26	Health, Substance Abuse	Healy & Link, Chps. 25, 29, 32, 37,
<i>Cochin, India – February 28 – March 05</i>		
A14–March 06	Violence, Human Trafficking	Healy & Link, Chps. 24-25 Analysis of NGO Organizations Paper
<i>Community Programming (No Class) – March 07</i>		
A15–March 09	Employment, Migration	Healy & Link, Chps. 26, 33 NGO Presentations
<i>Port Louis, Mauritius – March 11</i>		
A16–March 12:	Poverty	Healy & Link, Chps. 35, 62-65 NGO Presentations
A17–March 14	Poverty	Healy & Link, Chps. 35, 62-65 NGO Presentations
A18–March 16	Africa	IFSW, p. 17-23 NGO Presentations
<i>Cape Town, South Africa – March 18-23</i>		
A19–March 24	Racism	Healy & Link, Chp, 36
A20–March 26	Environmental Degradation, Disasters	Healy & Link, Chps. 27, 33
A21–March 28	Environmental Degradation, Disasters	Healy & Link, Chps. 27, 33
<i>Takoradi, Ghana – March 30 - April 1</i>		
<i>Tema, Ghana – April 02-03</i>		
A22–April 04	Latin American, Caribbean, North America	IFSW, p. 41-49 Comparative Research Paper Due
A23–April 06	Europe	IFSW, p. 31-39
<i>Study Day (No Class) – April 08</i>		
A24– April 09	Toward the Future	Healy & Link, Chps. 71-73 Field Class Assignment Due
<i>Casablanca, Morocco – April 11-15</i>		

<i>Study Day (No Class) – April 16</i>		Field Class Assignment Due Independent Field Class Assignment Due
A25—April 17: A Day Final Exam	Toward the Future	Healy & Link, Chps. 71-73
<i>Arrive Amsterdam – April 21</i>		

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class: SOS Children’s Villages in Ghana

Country: Ghana

Date: April 3, 2019

Field Class Description: SOS Children’s Villages is an independent organization of social development, which works with thousands of children at risk around the world. They seek to give them the opportunity to enjoy a happy childhood characterized by positive experiences. SOS Children’s Villages has been working in Ghana since 1974 and has helped to transform the life of many children and families. They work for the rights of children, specifically for the right of children to live in a family. They work on behalf of abandoned children or whose families are unable to care for them. They give these children the opportunity to build lasting relationships within a family.

Our field class will visit one of the SOS villages and learn about the ways in which they work with children and teenagers from impoverished neighborhoods. We will have an opportunity to discuss how these issues are similar and different from the issues in the home country of the students in the class. A translator will be provided to enable students to interact, have conversations and/or interview children and their “mothers”. While we are at the Village, we will engage in a service project of the Village’s choice. Observations and interactions will be directed towards meeting specific goals identified prior to the visit.

Field Class Assignment (Due April 9): Each student will write a reflection paper about his or her time at the center. The paper will be 3 pages double spaced and follow an outline given in class.

Objectives:

1. To learn about SOS Villages in Ghana and the services they provide for children and teenagers from impoverished neighborhoods.
2. To interact and work with a group of children and teenagers of Ghana.
3. To examine SOS Villages in Ghana as an opportunity for international involvement working with children and/or youth.

Independent Field Assignment

Students select one of the articles from the *UN Declaration of Human Rights 1948*. Then, during port throughout the voyage, students note observations and interactions connected to their selected human rights article. The observations and interactions can be about anything, but the questions below will help focus the observations/interactions. Please write the observations/interactions in a field notebook, and then type them up into a document that you will submit. This journal and any supporting documentation will count toward 20% of your final grade.

Fieldwork Questions:

- How is your human rights article observed in public spaces (on streets, sidewalks, plazas)?
- What media images do you observe about your human rights article at each location (billboards, advertising, etc.)?
- How do your observations of human rights article compare to your observations in the United States (or your home country)?
- Identify at least three specific concepts from course materials that inform your observations.

Rather than giving an answer to each question, speculate about the reasons for your observations, relating them to course materials. Include sketches as appropriate. Take photos only if you can avoid invading anyone's privacy and can comply with the Semester at Sea policy on taking photographs.

METHODS OF EVALUATION

Analysis of Non-governmental Organizations

- **Paper (15%)**
- **Presentation (5%)**

Investigate two international non-governmental organizations involved in addressing the topic area selected for your comparative research paper. Your investigation will include but not limited to:

1. Identification of the problems or issues that the organizations seek to address
 2. The structure of the two organizations
 3. A critique of the strengths or weaknesses of the intervention strategies of the two organizations
- A. You will present your findings in a 15- minute PowerPoint presentation in class.

B. You will also turn in a 4-6 page paper based on your research.

Comparative Research Paper (10%)

Select an issue affecting families, women, children, or other vulnerable populations in two countries on the SAS voyage. You will submit a 10-12 page research paper that compares and contrasts how each country, and the United States (or your home country) addresses the issue. Your paper must conform to APA style 6th edition.

The comparative research paper should address the following content.

1. A review of the literature on the issue or problem, including the impacts on families, women, children, or other vulnerable groups.
2. An overview of the historical, social, and political contexts (e.g., colonization) of the two countries and the United States (or your home country).
3. A discussion of the issue using a human rights, social exclusion, or social justice perspective.
4. An identification of current policies or strategies to address the issue or problem in both countries and the United States (or your home country), including a critique of the policies or strategies.
5. Recommendations or possible intervention strategies (e.g., social development) to revise current policies to address the issue or problem.

Quizzes (10%)

Periodically, a quiz will be given either in class or via Canvas on the readings for that class session. The quizzes will be random and unannounced. The total quiz grade will be the average grade of all the quizzes given for the course with the lowest 2 grades dropped from the calculation. There are no make-up quizzes.

Assignment	Due Date	% of Grade
Analysis of NGO Organizations	March 6 (A14)	15%
Presentation of Analysis of NGO Organizations	March 9-16 (A15-18)	5%
Field Class & Assignment	April 3 & 9 (A23)	20%
Comparative Research Paper	April 4 (A22)	10%
Independent Field Assignment	April 16	20%
Quizzes		10%
Attendance, participation, reading responses		10%
Total		100%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on

Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory</u>	<u>Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	60-69%: D	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C		
90-92%: A-	80-82%: B-			

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

- Attendance in all Semester at Sea classes, including the Field Class, is mandatory. This course is discussion-focused and this objective cannot be achieved without consistent attendance. Attendance is taken at each class session. The instructor does not differentiate between "excused" and "unexcused" absences, therefore, students are not required to provide the instructor with any formal absence excuses or documentation. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.
- Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade.
- Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes not talking out-of-turn and not monopolizing the discussion. Reading magazines and whispering/talking to others is not appropriate in class.
- Students are not to consume meals during the class session. A beverage and small snack is acceptable but no full meals, such as a burger and fries, pizza, etc.
- Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posed with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
- Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not be accepted any later than 5 days after the assignment is

due. Most of the assignments are submitted on Canvas (the learning management system).

- Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is written at the college level. The social work/helping profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality.
- Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty. These behaviors result in a zero for the assignment/exam and/or failure for the course. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

- Grise-Owens, E., Miller, J., & Owens, L. W. (2014). Responding to global shifts: Meta-practice as a relevant social work practice paradigm. *Journal of Teaching in Social Work*, 34(1), 46-59.
- IFSW (2014). Global agenda for social work and social development: First report – promoting social and economic equalities. *International Social Work*, 54(S4), 3-16. Retrieved from http://cdn.ifsw.org/assets/ifsw_23031-6.pdf.
- IFSW (2014). Africa region. *International Social Work*, 54(S4), 17-23. Retrieved from http://cdn.ifsw.org/assets/ifsw_23031-6.pdf.
- IFSW (2014). Asia-Pacific region. *International Social Work*, 54(S4), 25-30. Retrieved from http://cdn.ifsw.org/assets/ifsw_23031-6.pdf.
- IFSW (2014). European region. *International Social Work*, 54(S4), 31-39. Retrieved from http://cdn.ifsw.org/assets/ifsw_23031-6.pdf.
- IFSW (2014). Latin America and Caribbean region. *International Social Work*, 54(S4), 41-44. Retrieved from http://cdn.ifsw.org/assets/ifsw_23031-6.pdf.
- IFSW (2014). North American region. *International Social Work*, 54(S4), 45-49. Retrieved from http://cdn.ifsw.org/assets/ifsw_23031-6.pdf.
- IFSW (2014). Appendix I: The partner organisations. *International Social Work*, 54(S4), 51. Retrieved from http://cdn.ifsw.org/assets/ifsw_23031-6.pdf.
- IFSW (2014). Appendix II: The global agenda for social work and social development – history and process. *International Social Work*, 54(S4), 53-55. Retrieved from http://cdn.ifsw.org/assets/ifsw_23031-6.pdf.
- International Association of Schools of Social Work, International Council on Social Welfare, and International Federation of Social Workers (2012). *The global agenda for social work and social development: Commitment to action*. Retrieved from <http://cdn.ifsw.org/assets/globalagenda2012.pdf>.
- United Nations. (1948). *United Nations universal declaration of human rights 1948*. New York: Author. Retrieved from <http://www.un.org/en/universal-declaration-human-rights/>.

ADDITIONAL RESOURCES

None