

Syllabus SPOC SW 1041 Global Social Work — 3 hrs.

INSTRUCTOR CONTACT INFORMATION

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Class Delivery Self-Paced Online Course (SPOC) / Blackboard Ultra

Preferred

Communication

Preferred mode of contact is through the e-mail listed above.

COURSE INFORMATION

Course Description

SW 1041. Global Social Work — 3 hrs.

Comparative study of social welfare (social insurance, public welfare, charity and philanthropy, social services, and mutual aid) in the United States, and selected nations from five regions of the world as defined by the International Congress of Schools of Social Work (African, Asian, European, Latin American, and North American regions).

This course counts for General Education Core credit. At the University of Northern Iowa, it is considered a course in the social sciences. It provides an introduction to the social work major for students who are considering a major in the field or later graduate work in this area. This course serves as an elective for a number of UNI majors including social work.

The course may also can serve to meet the introduction to social work requirement at selected departments of social work across the U.S. There are no prerequisites.

The purpose of the course is to provide an overview of the social welfare system in the U.S. within a global context. This introductory social work and social welfare course provides basic understanding of how societies meet personal and social risks and provide for the welfare of their members. Basic concepts of social welfare, professional social work, social support, and related value issues are examined. The development of social welfare ideas and systems in Western society and in societies at different stages of development in diverse cultures are analyzed. Global perspectives and comparative national welfare systems are surveyed through a human rights perspective.

A secondary purpose of the course is to introduce students to concepts that may be unfamiliar but that are basic to social welfare policies, such as restorative justice, environmental justice, historical trauma, and trauma-informed care. The sequence of the course is from a conceptual and historical background to chapters on the basic social welfare divisions—child welfare, care for older adults, criminal justice, health care, mental health care, etc.

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COURSE OVERVIEW

A basic premise of this course is that knowledge of other countries' social welfare innovations helps us shape solutions to our mutual social problems in an increasingly interdependent world. In this book, every chapter draws on human rights language, expectation, and conventions. The concept of human rights evolved over many decades in the 20th century, especially as a result of the terrible human carnage of the world wars and a questioning of what makes us human. Unique to this book is a chapter on environmental justice. Attention to environmental concerns is now a

requirement of the social work accrediting body, the Council on Social Work Education (CSWE). Attention to international social welfare programs is also required by CSWE to be included in the social work curriculum.

The progression of this course is from social values, global and local, to the provision of care and protection of people across the life span (from birth to death). The final assignments focus on health care and mental health care systems. The discussion centers on world policy issues including oppression, racism, and environmental justice within a human rights context. The challenge facing social planners in today's world is how to include the value of sustainability – preserving what we have for ourselves and for our children – along with the values of materialism and competition and progress. This challenge -- the need to sustain our resources, a major theme of the text that you will read in this course -- is the link among the introductory topics on cultural, economic, and social oppression, values, the middle sections on social welfare, and the later chapters on care across the life span.

Global Social Work provides a basic understanding of how societies meet the personal and social risks (for example: gender, child care, old age, death, illness, accidents, violence) of their members. The terminology used in this course is interdisciplinary. For example, Assignment 1 explores the impact of globalization on the world of work and social welfare. And in the second reading on social values, for example, a psychology, sociology, social psychology, and anthropology of social values are presented. The third assignment draws knowledge from history, and so on.

LEARNING OBJECTIVES

University Level Objectives

- Critical Thinking: Graduates will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.
- Communication: Graduates will display competence in written and visual communication, as appropriate for their discipline.
- Program Content Knowledge: Students who complete the program will demonstrate discipline-specific knowledge and skills in their major fields of study

Program Level Objectives

- To provide an integrated curriculum that builds on a liberal arts foundation and addresses knowledge and skills essential for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
- To infuse social work values and ethics throughout students' educational experience to serve as guides for practice in field placements and future professional social work practice settings.

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- To promote student understanding of diversity through curriculum that identifies the experiences and needs of vulnerable and oppressed groups while emphasizing resilience and strengths.
- To increase students' understanding of the types and processes of discrimination and oppression and enhance their ability to promote social and economic justice through advocacy and social reform.
- To prepare students to critically assess and apply empirically based knowledge, evaluate

their own practice effectiveness, and participate in the evaluation of programs and policies.

Course Level Objectives

1. To identify the broad range of basic needs and social and personal risks (e.g., gender, old age, death, disability, illness, accidents, violence and war) that people share throughout the world.
2. To describe the purposes, function, and organized structure of activities of the social welfare institutions and understand its function in relation to other social institutions (family, education, corrections, religion, political, economic).
3. To compare philosophical stances or ideas reflected in different countries. Understand cross-cultural differences in values pertaining to treatment of women, minorities, gays and lesbians, and other vulnerable populations. Appreciate the relationship between social welfare provisions and the treatment of vulnerable populations.
4. To describe the historical development of social work in the United States within the context of the social welfare system and public policy.
5. To offer an ecosystems/empowerment framework for viewing the personal dimension within the social environment.
6. To summarize scientific facts regarding climate change, pollution and other contamination of the earth's resources, and strategies of preservation of such resources within the present public health crisis.
7. To explore the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
8. To offer a focus on human rights, social and restorative justice as knowledge for social work practice within a global context.

How these achievements are measured: Answers to questions in course assignments responses to midterm exam questions, and completion of drafts and final paper.

COURSE REQUIREMENTS

Required Text and Other Content

van Wormer, K. & Link, R.J. (2018). Social work and social welfare: A human rights foundation. New York: Oxford University Press. The readings include all the chapters except for Chapter 7 on poverty.

Occasional links to short public domain news stories are listed with the assignments.

INSTRUCTIONAL METHODS

This course consists of the following activities and assessments to assist you in achieving the course and instructional units/modules objectives. Each assignment you will work on consists of short essay responses and longer, creative ones that involve more critical thinking.

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- Type all assignments using a word processing program and save as a file.
- Submit your assignment by clicking on the assignment submission link in the learning modules in the Content area of the Blackboard Ultra course. Need help? See the Blackboard Ultra tutorial for Submit Assignments.
(https://help.blackboard.com/Learn/Student/Ultra/Assignments/Submit_Assignments)
- Each of the 12 assignments consists of five short essays and one or two more extensive creative assignments. Each general question should be approximately two paragraphs

each; creative assignments should be approximately one page. Please restate each question before answering it.

- Required readings are listed in each of the unit overviews. It is important for you to read the unit overviews before you begin the work in each unit.
- I enjoy personal reactions and examples in your responses, so feel free to relate the question to the meaning it has for you. If you're answering a question about HIV/AIDS, Alzheimer's, or addiction as related to health insurance, for example, and you or a loved one had a personal experience obtaining health insurance, you might share your experiences. Or, in responding to a question related to international social welfare and you have lived or traveled abroad, feel free to share your story in answer to the question.

Important Information About Release Conditions in the Course

Global Issues Research Paper Prewriting Activities and Final Draft releases

A cascading release is set up for the Global Issues submissions:

- Topic Submission
- Draft 1
- Draft 2
- Final Paper Submissions

Beginning with the Topic Submission, you move forward with the rest of the Global Issues required submissions as you complete each submission. In other words, you cannot submit the final paper unless you have first submitted the Topic Submission, Draft 1, and Draft 2. With each of these submissions, look for instructor feedback that will help you progress toward a more successful final product.

Midterm Release

The Mid-Term exam link will appear in this folder your Chapter Assignment 6 from Unit 2 is graded and you have earned 75% to 100% on the assignment. Once you have completed the assignment, please email the instructor so she can grade the assignment.

Readings and Assignments (worth 50% of the course grade)

Unit 1:

- Chapter 1 Assignment: Social Work: A Human Rights Profession
- Chapter 2 Assignment: US Social Values in International Context
- Chapter 3 Part 1, Assignment: Emergence of Social Work

Unit 2:

- Chapter 4, Part 2, Assignment: Emergence of Social Work
- Chapter 5 Assignment: Social Forms of Oppression

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- Chapter 6 Assignment: Human Rights and Restorative Justice

Unit 3:

- Chapter 8 Assignment: Public Assistance and Other Strategies to End Poverty
- Chapter 9 Assignment: Environmental Justice
- Chapter 10 Assignment: Child Welfare

Unit 4:

- Chapter 11 Assignment: Care at the End of the Life Cycle

- Chapter 12 Assignment: Health Care as a Human Right
- Chapter 13 and Epilogue Assignment: Care for Persons with Mental and Physical Disabilities

Sample Creative Question from Chapter 1

This assignment is included in the first assignment as contained in chapter 1 in the assignment guidebook. This brief student bio is based on the course assignment and corresponding grading rubric which was developed by Dr. Rebecca Dickinson, assistant professor of social work at UNI.

Task:

To do this assignment respond to the following questions:

1. Your preferred name and the pronouns you use, your major, and reasons for taking the course.
2. What do you want to do when you finish your degree? (This may include working with a specific population, working in a certain specialized field, attending graduate school, and even in obtaining additional credentials or certifications.)
3. How do you see the topics of this course relating to your future career goals?
4. Having looked at the syllabus and schedule, what concerns do you have about this course?
5. If you could go anywhere in the world to work internationally:
 - a. Where would you go and why?
 - b. What would you expect to learn from this experience?
 - c. Please relate if you have traveled or lived abroad, and/or if you have had any cross-cultural experiences growing up.

Grading Rubric for each of the 5 basic questions in Chapter Reading Assignments (12 altogether). These short essays are worth 80% of the assignment grade or 80 points. The remaining 20% of the grade is for the creative question (see the second rubric).