



Course Syllabus: International Social Work
College of Health Sciences and Human Services
Social Work Department
SOWK 3603- X20
Spring 2024

Contact Information

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 Fridays: 3.00-4.00 p.m.

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 dimension:

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

Values dimension:

2. Analyze the forms of oppression and discrimination and engage in practices that advance social and economic justice (EPAS 2 & 3).

Skills dimensions:

3. Utilize the perspectives for international social work practice both at the local level and at the international level (EPAS 7 & 8).
4. Demonstrate a beginning competence in researching social issues impacting both the Global South and the Global North (EPAS 7 & 8).

Cognitive and affective dimensions:

5. Examine the implications of globalization for international social work practice, with particular attention to the roles of World Bank (WB), International Monetary Fund (IMF), United Nations Universal Declaration of Human rights, and United Nations Convention on the Rights of the Child (EPAS 7 & 8).
6. Explain the significance of international social work, past and present (EPAS 7 & 8).

Textbook & Instructional Materials

Mapp, S. C. (2014). *Human Rights and Social Justice in a Global Perspective: An Introduction to International Social Work (2nd. ed)*. New York, NY: Oxford University Press.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

COURSE ASSIGNMENTS

Exams: There will be two exams (each worth 30 points). Questions for the exams will be drawn from the assigned chapters. ***It is the responsibility of the students to read all the assigned chapters thoroughly, so they are well-prepared for the exams.** The exams will consist of multiple-choice questions and true or false statements.

Assignment # 1: Global South Country Assessment (100 points):

Select a country from the Global South (google search for the list of countries). To avoid overlap of the choice of a country, please post the name of the country of your choice in the D2L Discussion Thread. ***Suggested guidelines for the assignment include:**

- The country, and what you want to learn? (You might include a map or other visual presentation but the map should be included in the appendix and not in the body of the paper)
- **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. As permitted by APA, use an easily readable font such as, Times New Roman (12-point), or Calibri (11-point), or Arial (11-point), or Lucida Sans Unicode (10-point), or Georgia (11-point). Whichever font you choose, you should use the same font and font size throughout the assignment.
5. Provide relevant section headings.
6. The required writing style is that of the *American Psychological Association (APA) Publications Manual* (7th ed.).
7. The assignment **should not exceed 5-7 pages**, including the cover page and the references page(s).
8. Refer to 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:

Rubric for the Assignment

Criteria	Unsatisfactory	Struggling	Good	Proficient
Clarity	0-3 Ideas confusing, disconnected, and purpose is unclear.	3-6 Ideas somewhat clear, somewhat connected, and purpose is somewhat clear.	6-10 Ideas fairly clear, fairly connected, and purpose is fairly clear.	10-15 Ideas clear, well connected, and purpose is clear.
Content	0-5 Less adequate or inadequate; citations are not connected or connected poorly	5-10 Somewhat adequate; citations are connected somewhat well	10-20 Adequate; citations are connected well	20-30 Comprehensive; citations are connected very well
Relevance	0-5 Sources are not relevant. Poor connection has been made between the sources and the points made by the writer(s).	5-10 Relevance of the sources is not obvious. Fair connection has been made between the sources and the points made by the writer(s).	10-15 Relevance of the sources is somewhat obvious; good connection has been made between the sources and the points made by the writer(s).	15-20 Peer-reviewed journal articles are within the last 5 years; relevance of the sources is obvious; excellent connection has been made between the sources and the points made by the writer(s).
Logic	0-5 The transition between ideas is extremely weak.	5-10 There are several weak transitions between ideas.	10-15 There are very few weak transitions between ideas.	15-20 There are clear and effective transitions between ideas.

Criteria	Unsatisfactory	Struggling	Good	Proficient
Writing Mechanics	0-3 4 or more violations of APA format, grammar or punctuation.	3-6 No more than 3 violations of APA format, grammar or punctuation.	6-10 No more than 2 violations of APA format, grammar or punctuation.	10-15 Appropriate use of APA formatting and appropriate use of grammar and punctuation.

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 the immigrant population; immigrants' perceptions of the U.S. before moving to the United States and their perceptions of the U.S. after they have moved to the United States.

Students will interview ***two different recent immigrants** (those who have 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 you choose immigrants from a European country, only one should be from a European country and the other should be from an underdeveloped or a developing country. 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. In the introduction, you must specify where and how you identified the interviewees and the duration of each interview, without mentioning their original names.

In your assignment, you will first discuss the issues surrounding immigration in the U.S. and the need for an immigration reform. Your discussion will be followed by a description of the responses of each interviewee separately. 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 among immigrant

populations. Your discussion should also include proposed solutions in resolving issues faced by the immigrants in a different country and in a different culture. The the list of interview questions should be included in the appendix.

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. As permitted by APA, use an easily readable font such as, Times New Roman (12-point), or Calibri (11-point), or Arial (11-point), or Lucida Sans Unicode (10-point), or Georgia (11-point). Whichever font you choose, you should use the same font and font size throughout the assignment.
6. Provide relevant section headings.
7. The required writing style is that of the *American Psychological Association (APA) Publications Manual (7th ed.)*.
8. Beside the textbook, at least three different citations should be included in your assignment. At least two citations ***MUST** be based on articles published in peer-reviewed journals, and within the last five years. If a direct quote is used, it should be less than 40 words. In other words, if you list four sources on the references page, two must be from peer-reviewed journals, one from a reputable source (for example government website; do not list Wikipedia) and one would be the textbook.
9. The **assignment** should not exceed **6-8 pages**, including the cover page and the reference page(s).
10. Review carefully the RUBRIC given below:

Rubric for the Assignment

Criteria	Unsatisfactory	Struggling	Good	Proficient
Clarity	0-3 Ideas confusing, disconnected, and purpose is unclear.	3-6 Ideas somewhat clear, somewhat connected, and purpose is somewhat clear.	6-10 Ideas fairly clear, fairly connected, and purpose is fairly clear.	10-15 Ideas clear, well connected, and purpose is clear.
Content	0-5 Less adequate or inadequate; citations are not connected or connected poorly	5-10 Somewhat adequate; citations are connected somewhat well	10-20 Adequate; citations are connected well	20-30 Comprehensive; citations are connected very well
Relevance	0-5 Sources are not relevant. Poor connection has been made between the sources and the points made by the writer(s).	5-10 Relevance of the sources is not obvious. Fair connection has been made between the sources and the points made by the writer(s).	10-15 Relevance of the sources is somewhat obvious; good connection has been made between the sources and the points made by the writer(s).	15-20 Peer-reviewed journal articles are within the last 5 years; relevance of the sources is obvious; excellent connection has been made between the sources and the points made by the writer(s).
Logic	0-5 The transition between ideas is extremely weak.	5-10 There are several weak transitions between ideas.	10-15 There are very few weak transitions between ideas.	15-20 There are clear and effective transitions between ideas.

Criteria	Unsatisfactory	Struggling	Good	Proficient
Writing Mechanics	0-3 4 or more violations of APA format, grammar or punctuation.	3-6 No more than 3 violations of APA format, grammar or punctuation.	6-10 No more than 2 violations of APA format, grammar or punctuation.	10-15 Appropriate use of APA formatting and appropriate use of grammar and punctuation.

Assignment # 3: Global Human Rights/Social and Economic Justice Issue (100 points):

This assignment will be done by a group of two or three students (depending on class size). The class roster will be followed for assigning groups. If anyone has any difficulty working with your group, please inform the instructor immediately.

- Choose a global human rights or social and economic justice issue (for example, war) affecting both the Global South and the Global North. To avoid overlap, a volunteer (or someone assigned by the group) will post a brief description (two or three sentences) about the chosen issue, including the name of the country where the issue is rampant, in the D2L Discussion Board. In case, another group wants to address the same issue affecting another country, there should be evidences in your assignment that there is no duplication of ideas between the two groups.
- Prepare a brief statement of the chosen 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 (***refer to “Appendix A” in the textbook**), and any other relevant organizations in alleviating the chosen global human rights or social and economic justice 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 (***refer to “Appendix B” in the textbook**). In your discussion, incorporate any relevant concept(s), views studied in other courses.

Note: The assignment will be submitted in D2L Drop Box. The same group assignment will be submitted by each group member.

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. As permitted by APA, use an easily readable font such as, Times New Roman (12-point), or Calibri (11-point), or Arial (11-point), or Lucida Sans Unicode (10-point), or Georgia (11-point). Whichever font you choose, you should use the same font and font size throughout the assignment.
5. Provide relevant section headings.
6. The required writing style is that of the *American Psychological Association (APA) Publications Manual* (7th ed.).
7. Beside the textbook, 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. If a direct quote is used, it should be less than 40 words. At least 5 sources should be on your final references page. In other words, if you list five sources on the references page, three must be from peer-

- reviewed journals, one from a reputable source (for example government website; do not list Wikipedia) and one would be the textbook.
8. The **assignment** should not exceed **6-8 pages**, including the cover page and the reference page(s).
 9. Review carefully the RUBRIC given below

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Content	0-5 Less adequate or inadequate; citations are not connected or connected poorly	5-10 Somewhat adequate; citations are connected somewhat well	10-20 Adequate; citations are connected well	20-30 Comprehensive; citations are connected very well
Relevance	0-5 Sources are not relevant. Poor connection has been made between the sources and the points made by the writer(s).	5-10 Relevance of the sources is not obvious. Fair connection has been made between the sources and the points made by the writer(s).	10-15 Relevance of the sources is somewhat obvious; good connection has been made between the sources and the points made by the writer(s).	15-20 Peer-reviewed journal articles are within the last 5 years; relevance of the sources is obvious; excellent connection has been made between the sources and the points made by the writer(s).

Criteria	Unsatisfactory	Struggling	Good	Proficient
Logic	0-5 The transition between ideas is extremely weak.	5-10 There are several weak transitions between ideas.	10-15 There are very few weak transitions between ideas.	15-20 There are clear and effective transitions between ideas.
Writing Mechanics	0-3 4 or more violations of APA format, grammar or punctuation.	3-6 No more than 3 violations of APA format, grammar or punctuation.	6-10 No more than 2 violations of APA format, grammar or punctuation.	10-15 Appropriate use of APA formatting and appropriate use of grammar and punctuation.

EVALUATION OF COURSE OUTCOMES:

A student may earn points as shown in the following table:

Grade Item	Points
Assignment 1	100
Assignment 2	100
Assignment 3	100
Exam 1	30
Final Exam	30
Weekly Discussions (8 x 100)	800
Total Points	1160

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 (this is ONLY for social work majors)

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**. Note: This grade policy is in effect since the Fall of 2020.

Homework

For eight weeks, there will be weekly discussions posted on D2L Discussions Board. The discussion board is a mandatory component. Students are expected to participate in the weekly discussions actively during those eight weeks. Students are expected to write formally (no shorthand or text messaging abbreviations) and use APA format and referencing where appropriate. Thoughtful responses, constructive critique of fellow students, and meaningful participation are expected. Please keep in mind the discussion board is a formal assignment and part of your grade. ***If anyone fails to do the initial posts and fails to respond to peers' posts for any two weeks during the course will be dropped from the course.**

Late Work

If there is a legitimate reason, then late work may be accepted. But, unless there is an emergency, the instructor should be informed ahead of time.

Weather Closure Practice:

During inclement weather, notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. As this is an online class, there will be no cancellation of the course assignments due to inclement weather. In case of difficulties arising as a result of inclement weather, students should request the instructor for an extension on the course assignments. Nevertheless, the instructor reserves the right to provide or not provide extension.

Important Dates

Final Deadline for May graduates to file for graduation: February 12, 2024.
Last Day to drop with a grade of "W:" March 25, 2024

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

In weekly discussions, please be respectful of one another's views. If you want to provide feedback to classmates' posts, please be constructive in your feedback.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Student Life - Disability](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

<i>Weeks</i>	<i>Chapters</i>	<i>Assignments</i>
Week 1- Week 4 January 16, Tuesday- February 10, Saturday, 2024	Read chapters 1-3: <ul style="list-style-type: none"> • International social development • Human rights • Human trafficking 	Assignment # 1 due by 11.59 p.m. on February 3, Saturday (to be submitted in D2L DropBox)

<i>Weeks</i>	<i>Chapters</i>	<i>Assignments</i>
<p>Week 5- Week 9 February 12, Monday- March 23, Saturday, 2024</p> <p>Spring Break- March 10-16, 2024</p>	<p>Read chapters 4-5:</p> <ul style="list-style-type: none"> • International child welfare • War and conflict • AIDS 	<p>First Exam February 17, Saturday (exam will open at 12.01 a.m. and will close at 11.59 p.m. on the same day)</p> <p>Assignment # 2 due by 11.59 p.m. on March 23, Saturday (to be submitted in D2L DropBox)</p>
<p>Week 10- Week 15 March 25, Monday- May 3, Friday, 2024</p> <p>Holiday Break- March 28-31, 2024</p>	<p>Read chapters 6-10:</p> <ul style="list-style-type: none"> • AIDS • Issues particularly affecting women • Social work and the physical development • Millennium development goals and beyond • A call to action 	<p>Assignment # 3 due by 11.59 p.m. on April 27, Saturday (to be submitted in D2L DropBox)</p> <p>Final Exam- May 6, Monday (exam will open at 12.01 a.m. and will close at 11.59 p.m. on the same day)</p>

BIBLIOGRAPHY

- Doyle, J. (2010). *Misguided kindness. Making the right decisions for children in emergencies*. London, UK: Save the Children UK.
- Healy, L. M. (2007). Universalism and cultural relativism in social work ethics. *International Social Work*, 50 (1), 11-26.
- Isbister, J. (2006). *Promises not kept: Poverty and the betrayal of the third world development*. (7th ed.) Bloomfield, CT: Kumarian Press.
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- United Nations Development Programme (UNDP). (2011). [*Millennium development goals \(MDGs\)*](#).
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- UNICEF. (2009). [*The state of the world's children: Executives summary*](#). New York: UNICEF.
- UNICEF. (2010). [*Progress for children: Achieving the MDGs with equity*](#). New York: UNICEF.
- UNIFEM. (2009). [*Together we must...End violence against women and girls and HIV and AIDS*](#). NY: UNIFEM.

United States Department of State (2010). [*Trafficking in persons: 10th report*](#). Washington, DC:

United States Department of State.

Internet-Based Research Websites:

[United National Development Program](#)

[Freedom House](#)

[Transparency International](#)

[World Bank](#)

[World Bank – You Think](#)

[UNICEF](#)

[UNICEF Innocenti Research Centre](#)

[World Health Organization](#)

[United Nations Development Fund for Women East and South East Asia Region](#)

[UN Women](#)

[Human Rights Watch](#)

[Development Research Center on Migration, Globalization and Poverty](#)

[Resource on Human Trafficking](#)

[International Labor Organization](#)

[UN Office on Drugs and Crime](#)

[Interaction: A Voice for Global Change](#)

[Ethica: An Independent Voice for Ethical Adoption](#)

[Mary Robinson Foundation Climate Justice](#)