School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Fall and Winter, 2014 - 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 440J/ 571 - Social Development in Global and Local Settings (3 credits)</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Wednesday, 6:00-9:00 p.m.</td>
</tr>
<tr>
<td>Course Location</td>
<td>Room 224 – Jack Bell Building (School of Social Work)</td>
</tr>
</tbody>
</table>

Instructor  
Frank Tester  
Office Location  
241 or 022  
Office Phone  
822-2100 or 822-3447  
e-mail address  
frank.tester@ubc.ca

Office Hours  
For an appointment, please contact me by e-mail

COURSE DESCRIPTION:

This graduate course introduces students to the history of international development and globalization, as well as issues arising from this history. These issues are social (i.e. human rights), economic (i.e. poverty in South countries, but increasingly a ‘globalized problem’), cultural and environmental (i.e. the preservation of indigenous agricultural practices) and political (i.e. is Western democracy a universally appropriate form of governance?). These have implications for social work community and organizational practice in Canadian and international settings.

The course touches briefly on colonial history (including Canadian colonial history with respect to Aboriginal people) and its impacts. It addresses the development agenda that emerged following WW II and the globalization agenda that emerged in the 1970s. These are examined in relation to the exigencies of capitalist expansion and cold war politics. The origins and policies of global institutions: the International Monetary Fund, the World Bank and the World Trade Organization, are examined in relation to social issues facing South countries. The economic, environmental and social consequences of this development history – especially ‘uneven development’ - are explored. Students will have the opportunity to examine interventions ranging from the work of Canadian non-governmental organizations, United Nations agencies and international organizations dealing with human rights and global environmental issues.

LEARNING OUTCOMES:

1. Students will become familiar with the motives and intentions driving different periods of international and Canadian social development.
2. Students will understand the logic behind and the purposes fulfilled by globalization and by major
international institutions, including the International Monetary Fund, the World Bank and the World Trade Organization.

3. Students will learn about the social and developmental implications of these developments and the policies pursued by these institutions.

4. Students will have an opportunity to explore the implications for community practice in Canadian and international settings.

ASSIGNMENTS AND CLASS SCHEDULE

The first week of class we will design the course for the term. I will use the first x number of weeks of class to go over the material found in McMichael, *Development and Change*. How many weeks and how much time we will devote to this will depend on other decisions we make, and your interests, affecting the design of the rest of the course.

There are a number of options for assignments. Everyone will do a book review; one chosen from the list included in this outline. Two other assignments are required to complete grading for the course. Each student – dependent on the number enrolled - will chose and introduce us to a chapter from Heinonen, *International Social Development*. I am completely open to what is chosen for a third assignment and leave this to your interests and imagination. If it involves the use of class time, we will have to schedule it.

I will ask each student to submit a contract indicating what she or he plans to do from among these options and what percentage of your total grade is to be devoted to each assignment. Once we have worked out a schedule, you will also indicate to me the due date for each assignment. I use these dates to plan my workload so once you are committed ... . I will penalize late assignments at 5% up to the end of the first week and 10% per week thereafter.

I hope we can work into the schedule, time for a number of films and a guest or two, particularly to deal with the role played by Canadian NGOs in international development.

REQUIRED COURSE TEXTS:


SUPPLEMENTARY READINGS:

Book Review Options: (one of the following)


**Other Readings:**

The following is a short list of some texts with which I am familiar and which fit with the themes and purpose of the course. The list is, however, by no means complete, and there are many other publications on global issues and global governance that may interest you.

In addition to these items, I suggest to refer to the bibliography found in your text – *Development and Social Change* – for a very comprehensive list of many resources you will find useful.


You will also find the following journals helpful and accessible. There are many others - including the International Journal of Social Work that you will find useful. The journal Development in Practice is another useful source dealing with practical experience and development work. Back issues of The New Internationalist and Third World Resurgence can be found in the social development studies workroom, 022, in the Jack Bell Building. The New Internationalist website can be found at www.newint.org and the Third World Network, which publishes Resurgence, can be found at www.twnside.org.sg

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre.
The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:
Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

COURSE STRUCTURE:

The course consists of two parts.

In the first part of the course students will read the required text (McMichael). The text deals with the history of international development as well as institutions and policies that have shaped international social conditions, especially since World War II. Lectures and discussions will be based on the sections and chapters of this text.

In the second part of the course, we will examine interventions to address the policies and social conditions discussed in the first part of the course. In the first part we will look at actors in the field of social development (other than the Breton Woods Institutions covered in the first part. In the second part we will focus on issues and development in Canadian and international settings.

The format will be determined, to some extent, by student preferences expressed during the first class. The course may involve a combination of lectures, discussions, student presentations, films and guest speakers. We will work on a class schedule the first week of class and will refine it the second week.

ASSIGNMENTS:

Submitting Assignments:
Students can use the drop box located in the main office on the reception counter to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

Return of marked student assignments:
Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor’s office or at the main office counter.

Assignments:

You are required to submit a contract for the work you will do in this course. There are three requirements and some choice within each. Due dates must be included in your contract. Assignments handed in after the due date specified in your contract will have 10% deducted from the grade.

All work must be in a week after the last class (Friday November 30 is the final due date). You may assign
grades to these three assignments using the following principles: The grade for the book review or the film review cannot be greater than 35% and cannot be less than 20%. The grade for the presentation or the paper, depending on which is chosen, cannot be less than 45% or greater than 60%. The grade for a brief summary and discussion of a chosen chapter from *Introduction to International Development* cannot be less than 7% or greater than 15%. You can combine these grades anyway you wish to make a total of 100%.

Contracts are due the second week of class. Please submit them (hard copy as well as an email copy) with your name and contact information and a clear indication of which assignments you will be doing as well as the percentage of the grade that assignment is worth (total 100%) and the date that you will be submitting the work. The dates for the discussion of sections from Haslam, Schafer and Beaudet, *Introduction to International Development* will be worked out in class.

(1) **Book or film review.**

**Book Review:** Choose one of the books listed and review it. You are restricted to one of these options. Include the following in your review: a maximum of 11 pages, double-spaced, 12 point font. If you have doubts about the content and style for a book review, I suggest you have a look at the *New York Times Review of Books* for an example. Book reviews are pieces of popular writing. They are not academic papers.

- Provide some background to the work in question. Out of what circumstances or concerns does it arise?
- What approach has the author taken? How is the text or story organized?
- Provide a brief summary of the content.
- Focus on some aspect of the book that caught your attention and indicate why.
- Evaluate the book. Would you recommend it to someone else? Did it interest or impress you? Why or why not? What did you learn from the text? Is it well written and organized?

**Film Review.** Choose a film and have it approved by the instructor. It must deal with an international development issue. Don’t forget to provide full bibliographic in formation for the film. (title, producer, year, distributor, etc.) a maximum of 11 pages, double-spaced, 12 point font. In order to comment intelligently on the film, you will need to research the subject matter of the film from other sources in order to evaluate the film-maker’s treatment of the topic. Please indicate other sources you consulted.

- Summarize the theme and message of the film.
- What can you tell the reader about the film-maker? Who is s/he?
- Evaluate it technically. What tools or devises does it use to convey the message and/or impact the audience? Are these effective or not? Why or why not?
- What impact did the film have on you? What impact do you think it has (had) on others? Does the audience learn anything of significance and if so, what? Is this a film that would ‘turn off’ some people? Why?
- What did the film-maker focus on in relation to the breadth and/or depth of the subject being considered. Was this a good choice? What didn’t you learn, or what more would you like to learn about the topic that was not conveyed by the film?

(2) You have the choice of a **class presentation or a paper.**

**Presentation** (in groups of 2 – 4 students)
Take responsibility for a class presentation. Choose a topic, research it and present it to the class. Try to involve the class actively in its own learning, using popular education techniques. These can be games, exercises, problem solving sessions, acts of creative expression, etc. You may also use film or video. You may wish to invite someone to the class as a guest in relation to the topic you have chosen. You may wish to use props – bring in examples of what you are talking about, etc.

You will be graded with the following in mind and the rest of the class will assist by filling in a form which rates your presentation with respect to: (1) creativity, (2) effectiveness in conveying information, (3) choice and definition of topic (Was it too broad or too narrow, given the time available?) (4) involvement of the class in the learning experience. I will grade the presentation, based on class assessments, keeping in mind the proportion of your grade that you have assigned to this option. In other words, it may be the case that everyone’s participation is not equal, in light of the percentage of the grade given to this exercise. This is something you need to discuss in your group, in preparing your presentation. At least a week before your presentation, you must hand in one page on which you indicate the topic, any audio-visual resources you require, your names and who is responsible for what aspect of the presentation. Please contact the School’s AV Technician (Derek Dong) if you need equipment for your presentation.

If you wish to consult sources that outline exercises and ideas for popular education, I suggest the following:


**Paper: If you are doing the course as a 571** *(maximum of 22 pages, double spaced, 12 font + references and/or bibliography). If you are doing the course as a 440J** *(maximum of 15 pages, double spaced, 12 font + references and/or bibliography).

Write a paper on a topic of your choice. Your paper should focus on a particular social issue in the international development field and you may restrict its scope geographically, temporarily or both. You may choose an aspect of a larger problem if you wish. Outline the issue or the problem. Note the relevance or role of global institutions or organizations with regard to the problem, where relevant. Assess that role. Comment on what needs to be done to bring about change and what the role of social workers, planners and/or others might be in affecting that change.

(3) **Reading**

Each class we will deal with a reading from Haslam, Schafer and Beaudet’s book *Introduction to International Development*. The book deals with institutions (actors) theories
or approaches and issues. We will deal with some of these in the context of the other text for the course; Philip McMichael, Development and Social Change. In choosing a chapter to review, you should pick one that does not duplicate information found in McMichael or which challenges or takes a different approach. In some cases, it may make sense to review two sections from the text where they are integrally connected. For example, the chapter on the state and whether or not it has a role in development might best be considered along with the chapter on democracy.

For class, read the section of the text in question and be prepared to give a brief summary of the content. Bring to class any recent newspaper coverage on the country and events in question and comment on how events are being covered, relative to Dowden’s observations.

For each of the sessions dealing with McMichael’s text, each student is to submit to each class, two questions that arise as a result of reading the section of the text under discussion.

Grading: Quality is more important than quantity. Pay attention to the organization of your work. Use headings and subheadings to guide the reader through your paper. I do not care what referencing style you use, as long as it is consistent. Chicago style is a simple system that is easy to use: (Author, year: page(s)) or (Ibid) in the text where appropriate, followed by a bibliography. Alternatively you may use a numbered referencing system, with notes and sources collected at the end of the text. If you use a bibliography, it should be of the form: Author. Year. Title of Book/ [or “Title of Article”] Place. Publisher [or Volume. Number. Pages]. I will deduct marks – up to 12% for poor grammar, spelling and format.

Note: In both the class presentation and the paper, I want to see evidence that where ever it makes sense to do so, in reference to the topic under consideration, you have made use of (reference to) the text (McMichael) assigned for the course. I will not be giving a mark for attendance and participation. However, if students do not attend or participate on a regular basis, I may deduct up to 5% of the grade for the course for non-attendance and non-participation. If you cannot attend a class, please notify me.

GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A+</strong></td>
<td>90-100</td>
<td>95</td>
<td>Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>85-89</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td><strong>A-</strong></td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>76-79</td>
<td>77.5</td>
<td>Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>72-75</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td><strong>B-</strong></td>
<td>68-71</td>
<td>69.5</td>
<td></td>
</tr>
<tr>
<td><strong>C+</strong></td>
<td>64-67</td>
<td>65.5</td>
<td>Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>60-63</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td><strong>C-</strong></td>
<td>55-59</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>50-54</td>
<td>52</td>
<td>Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>0-49</td>
<td>0</td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
</tr>
</tbody>
</table>

Page 8 of 8