

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.

Year/Term	Fall/Winter 2016-17
Course Title	SOWK 440J/ 571 - Social Development in Global and Local Settings (3 credits)
Course Schedule	Wednesday, 6:00-9:00 p.m. Term 1
Course Location	Room 224 – Jack Bell Building (School of Social Work)

Instructor	Office Location	Office Phone	e-mail address
Frank Cohn	241 or 022	email	frank.cohn@ubc.ca
Office Hours	For an appointment, please contact me by e-mail		

COURSE DESCRIPTION:

This 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 in 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 gather input from students, and refine the design the course for the term. We will use the first few weeks of class to go over the material found in McMichael, *Development and Change*, depending on class interests and background. 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.

- 1) Book review; one chosen from the list included in this outline: 15% - due 28/09/16
- 2) Film review; of the student's choice: 10% - due 12/10/16
- 3) Each student will choose and introduce us to a chapter from Heinonen, *International Social Development*, and contrast/compare with another reading for the week: 10% - from 14/09/16 to 12/10/16
- 4) Class Presentation: 20% - from 19/10/16 to 23/11/16
- 5) Personal reflection on the role of International Development in your life: 10% - due 26/10/16
- 6) Final Paper: 20% - due 30/11/16
- 7) Participation: 15% - ongoing

Submitting Assignments -

It is better to submit assignments online. However, 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. All work must be in a week after the last class.

Return of marked student assignments -

The instructor will return papers to students in class, or if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return online.

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

- a) **Book Review:** Choose one of the books listed and review it. Include the following in your review: 7-8 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, 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?

b) 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 information for the film. (title, producer, year, distributor, etc.) 4-5 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 filmmaker'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 filmmaker? Who is s/he?
- Evaluate it technically. What tools or devices 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) Class Presentation (in groups of 2 – 4 students)

Take responsibility for a class presentation. Choose a topic, research it and present it to the class. You should focus in your group on a particular social issue in the international development field and you may restrict its scope geographically, temporally 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.

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, or any props or examples. You may wish to invite someone to the class as a guest in relation to the topic you have chosen.

You will each be graded with the following in mind: (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. 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 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:

- Bishop, Anne and Mah-Sen, Lily. 1988. *Basics and Tools: a collection of popular education resources and activities*. Ottawa. CUSO Education Department.
- Coover, Virginia. 1985. *Resource Manual for a Living Revolution*. Philadelphia Pa. New Society Publishers.
- Lee, Bill and Balkwill, Mike. 1996. *Participatory Planning for Action: popular education techniques to assist community groups to plan and act*. Toronto. CommonAct Press.

(3) Reading: We will assign chapters of the text by the 2nd class. For your class, read the section of the text in question and be prepared to give a brief summary of the content. Compare and contrast, or discuss in parallel, this chapter with any other reading from the required or suggested reading list. Bring to class any recent newspaper coverage on the country and events in question and comment on how events are developing and how they are being covered, relative to the author's observations.

(4) Personal Reflection: Each student will write a reflective piece of 3-5 pages, exploring the role and impact that 'International Development' institutions and processes have played in their own personal life. We will explore together notions of privilege, access to resources, oppression, migration. If any student would like to use another medium instead of writing, that can be discussed.

(5) Final Paper: Students will write a final paper analyzing an existing intervention in the International Development field, and discussing its effectiveness, quality, impact. The student must demonstrate a clear understanding of the organization or government or individual driving the intervention, understand their history, partnerships, and relationship to the community or problem they are serving or addressing. Students must also, if appropriate, place this intervention within a Social Work context. Papers should be 10-12 pages and must include a minimum of five references. This assignment will be further discussed and defined in class.

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.

COURSE STRUCTURE:

In the first part of this course students will read the required text (McMichael). The text deals with the history of international development as a concept and practice, as well as institutions and policies that have shaped international social conditions, especially since World War II.

In the second part of the course, we will work together to increase our understanding of today's major issues in development, affecting the lives of people around the world. How do Canadians feel about our role in international development, and why? How have big picture international

development processes affected our families and communities, or even us as individuals? I will be adding to this discussion with real on-the-ground context from the 25 countries I have worked in, and challenging students to share their own experiences and perspectives as well.

In the third part of the course, we will examine interventions that have been implemented to address the policies and social conditions discussed in the first part of the course. What works, and what doesn't? What is the role of Social Work in designing, implementing, evaluating, and advocating for, effective international development interventions?

The format will be determined, to some extent, by student preferences expressed during the first class. The course will 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.

REQUIRED COURSE TEXTS:

McMichael, Philip. 2008. *Development and Social Change: A global perspective*. 4th Edition, Pine Forge Press. Thousand Oaks, California.

Heinonen, Tuula & Julie Drolet 2012. *International Social Development: Social Work Experiences and Perspectives*. Halifax & Winnipeg :Fernwood Publishing.

SUPPLEMENTARY READINGS:

Book Review Options: (one of the following)

Adigo, Aravind. 2008. *The White Tiger*. Bloomsbury UK: Atlantic Books.

Easterly, William. 2007. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. London & New York: Penguin.

Fanon, Franz. 1965. (with a preface by Jean-Paul Sartre) *Wretched of the Earth*. New York, Grove Press.

Hochschild, Adam. 1998. *King Leopold's Ghost*. New York, Houghton Mifflin Company.

Hosseini, Khaled. 2003. *The Kite Runner*. New York: Riverhead Books.

Kingsolver, Barbara. 1998. *The Poisonwood Bible*. New York, Harper Flamingo.

Lessing, Doris. 1950. *The Grass is Singing*. London, Penguin.

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.

Barndt, Deborah. (editor) 1999. *Women Working the NAFTA Food Chain*. Toronto. Second Story Press.

Bello, Walden. 2004. *Deglobalization: Ideas for a New World Economy*. London. Zed Books.

Campfens, Hubert. (editor) 1997. *Community Development Around The World*. Toronto. University of Toronto Press.

Farmer, Paul. 2005. *Pathologies of Power: Health, Human Rights, and the New War of the Poor*. Berkeley, Los Angeles, London. University of California Press.

Fisher, William and Thomas Ponniah (editors) 2003. *Another World is Possible: Popular Alternatives to Globalization at the World Social Forum*. London. Zed Books.

Gilbert, Alan, and Josef Gugler. 1993. *Cities, Poverty and Development: Urbanization in the Third World*. 2nd edition. Toronto. Oxford University Press.

Gilbert, Alan. 1996. *The mega-city in Latin America*. New York. United Nations University Press.

Groves, Leslie, and Hinton, Rachel. 2004. *Inclusive Aid: changing power and relationships in international development*. London. Earthscan.

Haslam, Paul A., Jessica Schafer and Pierre Beaudet. 2009. *Introduction to International Development: Approaches, Actors and Issues*. Toronto. Oxford University Press.

Isbister, John. 1995. *Promises Not Kept: The Betrayal of Social Change in the Third World*. 3rd edition. West Hanford, Connecticut, Kumarian Press.

Ishay, Micheline R. 2004. *The History of Human Rights: From Ancient Times to the Globalization Era*. Berkeley, Los Angeles, London. University of California Press.

Jameson, Kenneth P. and Charles K. Wilber. 1996. *The Political Economy of Development and Underdevelopment*. 6th edition. New York. McGraw-Hill Ltd.

Langdon, Steven. 1999. *Global Poverty, Democracy and North-South Change*. Toronto. Garamond Press.

Mann, Jonathan M., Sofia Gruskin, Michael A. Grodin, George J. Annas (eds.) *Health and Human Rights: A Reader*. New York and London. Routledge.

- Martinussen, John. 1997. *Society, State and Market: a guide to competing theories of development*. London. Zed Books Ltd.
- Mason, Mike. 1997. *Development and Disorder: a history of the Third World since 1945*. Toronto. Between the Lines.
- McMurtry, John. 1998. *Unequal Freedoms: the global market as an ethical system*. Toronto. Garamond Press.
- Petesky, Rosalind P. 2004. *Global prescriptions: gendering health and human rights*. London; New York. Zed Books.
- Stiglitz, Joseph E., 2003. *Globalization and its Discontents*. New York. W.W. Norton.
- Stillwaggon, Eileen. 1998. *Stunted Lives, Stagnant Economies: Poverty, Disease and Underdevelopment*. New Brunswick, New Jersey. Rutgers University Press.
- Swift, Jamie and Brian Tomlinson. 1991. *Conflicts of Interest: Canada and the Third World*. Toronto. Between the Lines.
- Van Rooy, Alison. 2004. *Global legitimacy game: civil society, globalization and protest*. New York. Palgrave Macmillan.
- Van Rooy, Alison. 1998. editor. *Civil Society and the Aid Industry*. London. Earthscan Publications Ltd.
- Veltmeyer, Henry. 2007. *Illusion or Opportunity: Civil Society and the Quest for Social Change*. Halifax. Fernwood.

You will also find the *International Journal of Social Work*, and the *Development in Practice* Journal helpful and accessible.

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.

GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	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.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	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.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	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.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	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.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.