COURSE NUMBER: SOWO 881 -- Tuesdays 2 – 4:50 pm
COURSE TITLE: COMMUNITY PRACTICE: GLOBAL PERSPECTIVES
SEMESTER AND YEAR: FALL SEMESTER, 2009
CREDITS: THREE CREDITS
INSTRUCTOR: Marie Weil
School of Social Work
Office 422, Tate Turner Kuralt Building
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OFFICE HOURS: Mondays 12:45 – 1:45 pm and 5 – 6:00 pm
Tuesdays 12:45 – 1:45 pm and 5 – 6:00 pm
Other times by appointment

COURSE DESCRIPTION: This course prepares students for work in global community practice and development, provides analytic frameworks, and builds skills for engagement and facilitative leadership.

COURSE OBJECTIVES:
Students completing this course will be able to:

1. Discuss the role of community practice in global development particularly its commitment to social justice, human rights and participatory development.
2. Describe, compare and contrast approaches to community development practice in different parts of the world, and be able to discuss the impacts of globalization, multiculturalism, and human rights.
3. Demonstrate knowledge of skills and major roles in community development in relation to multicultural communities at home and abroad as well as diverse needs for social and economic development.
4. Demonstrate knowledge of skills in the following areas: group facilitation; community development planning and implementation, and employing collaborative/participatory approaches to development and evaluation.
5. Demonstrate understanding of skills and roles in leadership development and in empowerment and advocacy strategies.
6. Analyze value and ethical issues within community development strategies, in relation to diverse cultures, including issues of ethical tensions related to community development; among diverse community or cultural groups.
7. Discuss ethical tensions related particularly to issues of poverty, oppression,
discrimination, social justice, and diversity (i.e., gender, race, socioeconomic status, sexual orientation, disability, nationality/immigration status and populations at risk) and discuss means to deal with these tensions through empowerment, advocacy, and educational development strategies.

8. Conceptualize critical factors and describe intervention strategies in social, economic and sustainable development.

9. Facilitate learning of specialized skills in a particular area of development practice.

10. Present and analyze an example of development practice strategy or another special topic.

COURSE PURPOSE

Building on community practice and development theory, this course focuses on roles and skills for practice in both local and global contexts. It considers international and transnational engagement examines work in the United States with new and emerging populations as well as international settings. Experiential learning for work with diverse communities will be approached through ethnographic interviewing and learning, community surveys, and methods of engagement with diverse communities. Modeling community development roles, students will provide training for each other in areas of special interest and present analyses of selected topics.

This course is designed to assist students in learning skills, practice methods, theory and research related to international and local community development. Practice skill learning and discussions will focus on skills useful for working with populations in the U.S. and in international practice. Strategies that we can learn from other parts of the world will be a major focus. Values and ethics related to international and local community development will be examined. Community based efforts focused on diverse populations and the poor will be examined along with factors of oppression and race, gender and pervasive issues of global poverty along with opportunities for progressive democratic movements in much of the developing world.

Participants will examine, compare, and contrast strategies for economic and social development and take responsibility for presenting material and leading discussion in particular content and skill development areas. Participants will lead skills development exercises and prepare final presentations and papers based on areas of special interest.

The course builds on the knowledge base of the first-year macro course on practice with organizations and communities. It builds advanced skills and knowledge in community practice and development with and on behalf of vulnerable and oppressed populations.

REQUIRED TEXTS:
(Texts are available from the Health Sciences Bookstore, except for Community Practice Skills which is available from the instructor.)

**Any additional required readings will be available on the course’s Blackboard site.**

**Recommended References:**


**Teaching Methods:**

This course will combine cognitive, affective and experiential learning methods using adult education models. Students will be encouraged to think critically and creatively about diverse perspectives on development and serious social problems including absolute poverty, human rights and social justice issues. Brief lectures, student presentations, group discussion, skills exercises, videos, and case studies will all be employed. In selected skills, engagement and practice methods class members will take on roles of community participants and others involved in community practice. Relationship building and task focus are major elements of community practice and methods to enhance both will be used in the course. Active participation in class sessions and preparation for each class is essential. A supportive culture of shared
learning is appropriate and expected in learning about facilitating community development and other community practice methods. Agreement with each other is not expected, but respect is.

**CLASS ASSIGNMENTS:**

Brief homework assignments and in-class work with groups are frequently used in the class to provide opportunities for specialized work and application of group process and facilitation skills.

Three major assignments will be employed in the course:

1. The first involves comparison of projects using a selected community practice model in two international contexts and in the U.S. Students will present their findings in poster sessions.

2. The second major assignment is experiential, requiring each student to teach a practice/development skill to all class members. Skills presented should have international as well as local application.

3. The final assignment is a major paper focused on a social issue of particular interest to each student, it will include analysis of theories most applicable to the issue and examine potential value conflicts in local or international community interventions. Analysis of successful and unsuccessful approaches to work in the student’s area of interest will be combined with development of principles and values to guide practice in this arena. The paper will conclude with recommendations for practice and descriptions of culturally appropriate models of intervention in the student’s area of interest.

**COURSE EXPECTATIONS AND GRADING POLICY:**

As an advanced graduate seminar, this course has high expectations for reading, analyzing, and critiquing professional literature; engaging in class discussions and creative problem solving; participating in experiential exercises, analyzing case studies and practice experiences; leading assigned discussions and presenting your own work for collegial discussion. Students are expected to turn in all assignments on time. Should you experience a major health or family problem, contact the instructor immediately to develop a completion plan. Credit will be deducted for late papers.

If it is necessary for you to miss class due to illness, family emergency or professional responsibilities, call and email the instructor as soon as possible to make arrangements to complete make-up assignments.

**SCHOOL OF SOCIAL WORK GRADING SCALE:**

H = 94-100
P = 80-93
L = 70-79
F = 69 and below
A grade of P is “entirely satisfactory” master’s level work. On a traditional grading scale, a P would range from an A- to a B. The grade of H (Honors) signifies that the work is clearly excellent in all respects.

**POLICY ON INCOMPLETES, LATE ASSIGNMENTS, AND ABSENCES**

A grade of Incomplete will be given only in serious and extenuating circumstances and in accordance with University policy. It is the student’s responsibility to initiate a meeting with the instructor to request an Incomplete. School of Social Work policy indicates that instructors have no responsibility to give an Incomplete without such a request.

Assignments are due **in class and via email** on the day noted in the syllabus. Plan your schedule so that you will have assignments completed on time. If because of illness or family emergency you find that you will be late with an assignment, contact the instructor immediately--at least two days before the assignment is due--to discuss the situation and develop a plan for completion/submission of the assignment. If an assignment is turned in late without such a discussion with the instructor, three points per day (including weekends) will be automatically deducted from the grade.

**POLICY ON ACADEMIC DISHONESTY**

To assure that you do not unwittingly engage in plagiarism or in other forms of academic dishonesty, refer to the **APA Style Guide, The SSW Manual, and the SSW Writing Guide** for information on correct and required attribution of quotes, the crime of plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a **signed pledge** from you stating:

“I have not given or received unauthorized aid in preparing this written work; I have not plagiarized the work of anyone else from books, articles, web sites or personal communication; and I have not submitted work for this class that was developed for a previous or concurrent course.”

Assignments without this pledge will be returned to students prior to grading.

It is possible to select a topic for this class that is related to a concurrent course if you clearly define (in writing) the distinctions between the planned papers or projects and secure the permission of both instructors. It may be possible to build on work from a previous class after you provide the previous materials to the instructor for review and negotiate how the new work will be distinguished from and build on the previous work. **It is unacceptable, however, and a violation of the Honor Code to use material developed for an earlier course or a concurrent course for this class without full discussion with the instructor.**

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action will be taken as required.

**POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**
Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Office of Disability Services and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students who require accommodations should discuss the specific accommodations they require (e.g. changes in instructional format, examination format) directly with the instructor on the first day of class and provide a brief written statement in relation to their needs and appropriate formats.

**POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM**

A central aspect of leadership behavior in professional practice is being mentally as well as physically present in meetings and paying attention to content and dynamics. For this reason, you are expected to actively listen and participate in all class activities and discussions. Some students will have documented reasons to employ a laptop in class. For others, who prefer to use a laptop for note-taking, do not use your laptop without discussing your reasons and receiving permission from the instructor first. Do not use any other electronic device in SOWO 875 without documented permission.

If you are using a laptop in class, you will be asked to look up material relevant to discussion for all class members. This can be very helpful to all class members. However, it is unacceptable to use your laptop for any non-class related purpose. Any students who engage in such behavior will be asked to leave class; and their grade for participation will be severely docked. If you have a professional responsibility that is more critical than the work of the class: Inform the instructor and leave, returning to class as soon as possible.

Turn off audible cell phone signals when you enter class. If you are expecting an urgent call, let the instructor know and leave class when you are contacted. If you are expecting an urgent email, leave class to wait for it. Do not Twitter or Tweet or engage in any other electronic relationship that displaces your responsibility to be present and involved in class.

Any use of electronic devices for non-class related activities (e.g. checking email) is prohibited. It is un-professional, rude and disrespectful to the group with whom you are working. It should not be necessary to state this obvious violation of group leadership and participation expectations to professionals. Should such actions occur, the person or persons disrupting or undermining the process of class meetings will be asked to leave and return only after securing permission from the instructor.

**OTHER POLICIES/GENERAL INFORMATION:**

For all class papers, including reflection papers, submit two copies to the instructor (one to be marked and graded (hard copy), and one for the instructor’s records (e-mail submission). If you are away and need to initially submit a paper via e-mail, provide the instructor with a hard copy as soon as possible.

For course related communications with class members in and outside of class, you are expected to use professional judgement in your style of communication and content.
Community practitioners and organizational leaders need always to be mindful of the quality and content of their communications. Remember that your e-mail and other web-based communications are never really private, and encourage those you work with to be conscious of the power of words for either positive or negative impact for yourself and the people that you work with.

**READINGS AND COURSE OUTLINE**

SOWO 881 meets on Tuesdays, 2 – 4:50 pm in the School of Social Work Room 102, Tate, Turner, Kuralt Building

**PRIOR TO OUR FIRST CLASS READ AND BE PREPARED TO DISCUSS PARTS 1-3 OF THE BOTTOM BILLION WHICH INCLUDES THE FIRST SIX CHAPTERS:**

1. FALLING BEHIND AND FALLING APART: THE BOTTOM BILLION
2. THE CONFLICT TRAP
3. THE NATURAL RESOURCE TRAP
4. LANDLOCKED AND BAD NEIGHBORS
5. BAD GOVERNANCE IN A SMALL COUNTRY
6. ON MISSING THE BOAT: THE MARGINALIZATION OF THE BOTTOM BILLION IN THE WORLD ECONOMY

**1ST AUGUST 25 INTRODUCTION AND OVERVIEW**

- Introductions and Course Overview
- Discuss: Import of The Bottom Billion for Community Practice
- Global Community Practice and Development: Experiences & Aspirations
- Ideas about Current Practice Issues and Class Assignments

**Exercise:** Community Practice Intro Exercises

**Readings and Discussion:**

*The Bottom Billion*: Parts 1-3

**2ND SEPTEMBER 1 COMMUNITIES, PRACTICE, AND ALTERNATIVE DEVELOPMENT**

- Global and Local Contexts for Community Practice
- Empowerment and Development with Marginalized Groups

**Homework:** Read and Complete Written Exercises in Weil, Gamble, & MacGuire *Community Practice Skills Workbook* Chapter 1. “Communities and Community Practice in Local to Global Contexts.”

**Exercises:** *CPS Workbook* Exercises, Chapter 1.
Readings:


Gamble & Weil (forthcoming). “Communities and Community Practice in a Local to Global Context”, Chapter 1. in Gamble D. & Weil, M. *Community Practice Skills: Local to Global*.


**3rd September 8 Frameworks and Models**

- Discussion: *The Universal Declaration of Human Rights*
- Definitions, Issues and Approaches in International Community Practiced
- What IS International SW?
- UNC-CH: Global Outreach and Work: Area Studies; The Trans-National South; Rotary Scholars and other programs
- Global Perspectives and Models of Community Practice
- How do these two readings (Cox and CPS) fit/not fit together—What does each offer to your understanding of community practice & global perspectives?
- Discussion of topics for major assignments

**Exercises & Homework:** *CPS Workbook Chapter 2.*

Readings and Discussion:


*The Universal Declaration of Human Rights* (provided by instructor)

**4th September 15 Values, Ethics, and Evolution of Community Practice**

- Compare NASW Code with IFSW/IASSW Statement of Principles
- How do these codes relate to *The Universal Declaration of Human Rights*?
- Discussion of Wisdom Traditions
- Discussion of the European Enlightenment and (Western) Humanism
- Discussion of Personal and Professional Ethics
- What do the Global Perspectives of C&P and Friedmann offer?
How do each of these areas/perspectives relate to your Personal and Professional Values

In preparation for class, write down points of greatest interest to you along with questions the readings prompt for you. Write down points regarding your own personal and professional ethics. Develop questions for group discussion regarding comparisons of value perspectives and questions about values and ethics in international work.

Exercises: CPS Workbook, Chapter 3.

Readings:
Friedmann, Chapter 2. “The Trajectory from Exclusion to Empowerment.”
NASW Code of Ethics
IFSW/IASSW Statement of Principles

5th September 22 Theories, Knowledge, and Perspectives
• Ideas, interests, preferences in theories and perspectives
• How do YOU theorize? Be prepared with an example.
• Global Context: How do we get our heads around really connecting to Global Views
• “Think Globally, Act Locally” compared to “Think Locally to Act Globally”

Exercises: CPS Workbook, Chapter 4.

Readings:
Friedmann, Chapter 3. “Rethinking the Economy: The Whole Economy Model.”

6th September 29 Organizing and Program Strategies
• Organizing Issues in Communities
• What would be different in organizing in the Global North and the Global South?
• What are risks or organizing? What are benefits? Consider and be ready to discuss recent issues in organizing across the world
• In International Social Work—what is your perspective on the similarities and distinctions in roles and tasks between people who are local and people who are not?
• How does the description of Cox and Pawar regarding programs and strategies fit/not fit with your own ideas?
• Are there particular issues that the USA needs to deal with regarding International work?

Exercises:  *CPS Workbook*, Chapter 5

Readings:
Gamble & Weil, Chapter 5. “Neighborhood and Community Organizing”
Cox & Pawar, Chapter 4. “Basic Programs and Strategies for International Social Work”

7th October 6  
*Development Issues and Strategies & Organizing Functional Communities*

• Discussion: Comparisons of Communities—Functional; Interest, and Virtual
• Issues, Programs and Strategies in Development Work


Readings:
Gamble & Weil, *CPS* Chapter 6. “Organizing Functional Communities”
Cox & Pawar, Chapter 5. “The Field of Development: Background and Issues”; and

8th October 13  
*Poverty and Development*

• How does Friedmann’s concept, *absolute poverty* compare with Cox & Pawar’s discussion?
• How do you define *poverty*? Define *relative* and *absolute* poverty.
• Be prepared to discuss Friedmann’s view of (Dis)Empowerment and Empowerment.
• Write your major thoughts/concerns about poverty in the ‘West’ or ‘Global North’
• Write down you major thoughts, concerns, and questions about the ‘West’s’ role in Development for the ‘Global South.’
• What strategies seem most useful to move people out of poverty?


Readings:
Friedmann, Chapter 4. “Rethinking Poverty: The (Dis)Empowerment Model”
Cox & Pawar, Chapter 7. “The Field of Poverty: Background and Issues”

9th October 20  
*Program Development, Inclusive Democracy, & Economic Growth*

• Models of Program Development
• When is each model appropriate?
• What is ‘Inclusive Democracy’?
• Discussion of different models for economic growth

**Exercises:** *CPS Workbook*, Chapter 8.

**Readings:**

(Fall Break: Wed. Oct. 21-25th)

**10th October 27**  
**Social Planning and Field of Conflict & Reconstruction**
- Models of Social Planning
- Strategies supporting Gender Equality
- Roles for community practitioners-local and international in arenas of conflict and reconstruction

**Exercises:** *CPS Workbook*, Chapter 9.

**Readings:**
- Friedmann, Chapter 6. “Political Claims II. Gender Equality and Sustainability.”

**11th November 3**  
**Coalitions, Political and Social Power and the Field of Displacement & Migration**
- Discuss issues of process and and purpose—comparing community coalitions with inter-agency or ‘mixed coalitions’
- What are methods to build ‘social power’?
- What are methods to build ‘political power”—or transform ‘social’ to ‘political’ power?
- How do these methods relate to ‘economic power’?
- Discussion of causes of forced migration.
- What strategies and programs seem most useful with regard to internal displacement and forced migration?
• How should national governments and international bodies deal with this serious issue?

**Exercises:** *CPS Workbook*, Chapter 10.

**Readings:**
- Gamble & Weil, Chapter 10. “Building Coalitions”
- Friedmann, Chapter 7. “From Social Power to Political Power.”

**12th November 10**  
**Political & Social Action and Specific Populations and International Social Work**

• How are Political and Social Action connected to Domestic and International Social Work?
• What similarities and differences do you see between P & S Action strategies in the U.S.A. and in other nations you have studied?
• Do you expect to see differences in the P & S Action strategies in the nations that Collier includes in *The Bottom Billion* as in other developing and post industrial nations?
• What similarities and distinctions do you identify between the conditions of the special populations discussed by Cox and Pawar and comparable populations in the U.S. and other post-industrial nations?
• With the populations discussed by Cox and Pawar, how do national and local culture, economic systems, and social class issues differentiate practice strategies you would recommend for community work?

**Exercises:** *CPS Workbook*, Chapter 11.

**Readings:**

**13th November 17**  
**Social Movements & International Challenges**

• Be prepared to discuss three social movements (domestic, other nations, and or global) that you identify as congruent with the values of international social work.
• Be prepared to discuss three social movements (domestic, other nations, and or global) that you identify as incongruent with the values of international social work.
• What is your own assessment of the challenges that Cox and Pawar discuss for international social work? Would you add additional challenges?
• Has your thinking changed in any significant ways this semester as we have examined global issues and *rico* and *pobre* nations?

**Exercises:**  *CPS Workbook*, Chapter 12.

**Readings:**
- Friedmann, Epilogue: “Some Questions for Rich Countries”

**14th November 24**  
*Challenges Ahead*

**Exercises:**  *CPS Workbook*, Chapter 13.

**Reading:**

**15th December 1**  
*Directions for Positive Change*

*Presentations*

**16th December 8**  
*Final Class*

*Presentations*
This table identifies the links between this course’s objectives and the larger objectives of the MSW program. Please realize that not every course objective will link precisely with one MSW objective. The table also identifies how the instructor will measure student mastery of each objective.

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<p>| Conceptualize the critical factors and describe intervention strategies in social, economic and sustainable development. | Demonstrate the capacity for effective leadership that enhances the well-being of client systems across a range of social systems, including organizations and communities. <em>(Leadership)</em> |
| Facilitate learning of specialized skills in a particular area of development practice. | Identify, synthesize, and apply research-generated knowledge to plan, implement, and evaluate complex interventions that address problems in a specialized area of practice. <em>(Autonomous Practice)</em> |
| Present and analyze an example of development practice strategy or another special topic. | Identify, synthesize, and apply research-generated knowledge to plan, implement, and evaluate complex interventions that address problems in a specialized area of |</p>
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