T H E   U N I V E R S I T Y   O F   M I C H I G A N
S C H O O L   O F   S O C I A L   W O R K

COURSE TITLE	**International Social Work Practice**
COURSE NUMBER	**S.W. 701**
INSTRUCTOR	Dr. Edith A. Lewis
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	E-Mail: edithl@umich.edu. (NOTE: This is the most efficient way to contact me as I will check e-mail and the UM. CTools Site **(https://ctools)** daily for individual and group messages. You may also reserve1:1 appointments in advance by signing up on the sheets provided on my office door (3688 SSWB). I will hold office hours on Wednesday mornings.

Course Description

        With increased global communication comes an awareness of the similarity of social challenges faced by nations throughout the world. Among these are human rights, rapid and unplanned urbanization, poverty, housing, gender inequality, inability to care for the complex needs of children, poverty and indebtedness, racial and/or ethnic discrimination, and cultural conflicts. Social work and social welfare models used in the United States represent only a subset of the large number of possible intervention strategies available to respond to the diverse needs of communities and societies. This course attempts to prepare students for international social work or for work with immigrant and refugee populations in the United States by encouraging the development of appropriate strategies for working with those whose worldviews are beyond the narrow cultural contexts of this country.

        During the term we will focus selectively on the challenges many nations face in improving the lives of their citizens given their current economic and social circumstances. In operationalizing this first goal, the course will identify

numerous strategies and skills social workers have used to collaboratively build interventions within the social welfare, education, health care, and sustainable community development arenas.

Many societies do not share the same values and ideologies that U.S. social work is built upon. Without additional and specific training, social workers from this country often find it difficult to use an alternate lens to evaluate the efficacy of their education and practice in international settings. A second overarching goal will be to expose class participants to alternate views of the professional and personal transformation processes via the method of social development, as it relates to individual, interpersonal, family, community, organizational, societal and international change.

The tension between what is "universal" in social work practice and what is country or group-specific will be repeatedly addressed as a third goal of this course. Ways in which U.S. social work models may best be used in global contexts are critiqued through the construction of country specific intervention plans by class participants.

Course Content

The course will investigate ways in which micro and macro skills can be integrated via a social development model to address social welfare issues in international settings. This includes the development of interventions beginning at the community level and moving toward global as well as individual practice. A major focus this term will be on the enhancement of practice knowledge and skills in program design, development, implementation and evaluation. We will address not only basic resources such as food, shelter, potable water and sanitation, but also sustainable economic development, inter-ethnic conflict, global indebtedness, ethnoconscious organizational development, and empowerment/conscientization as a method of intervening in social challenges.

Most importantly this course will emphasize modalities other societies have employed to meet social welfare needs in areas including, but not limited to work with the aging, children, women, the disabled, gay and lesbian populations and immigrants. Cross-cultural examples from other nations will be included so as to identify effective strategies for intervention in the U.S. **In other words, during the term we will attempt to "reverse the flow of information from "developing" to "developed" nations. We will accomplish this goal by incorporating case studies from Sub-Saharan Africa, the Middle East, Southeast Asia, and South and Central America.**

Course Objectives

Upon completion of this course, class participants will be able to:
- Demonstrate knowledge of several global perspectives on social welfare and social work in U.S. and international settings.

- Demonstrate a knowledge of the influence of U.S. social, economic, and political policy on the lives of citizens in the Global North and South.
- Display a sophisticated awareness of the interplay among cultural, social, historical, economic, and political factors when designing interventions. This objective will be demonstrated with both individual and group assignments.
- Present cross-cultural and self awareness knowledge related to understanding and managing conflict as it appears in different cultural, economical, and ideological forms nationally and internationally.
- Discuss the impact of transnationalism on contemporary social policy across the world.
- Demonstrate their knowledge of strategies related to developing trust and serving as "co-learners" in cross-cultural and international settings.
- Explain the role of idiosyncratic culturally-specific factors and use them in shaping strategies to address critical problems in the world via the construction of a detailed field intervention project.
- Discuss ways that new and innovative social welfare practices in use internationally may have utility for addressing U.S. social problems and challenges.
- Explain how international organizations and coalitions' policies influence behavioral choices at the individual, interpersonal, community, group, and societal levels.
- Demonstrate the capacity to take collective action to gain more influence to make substantial and sustainable change by presenting specific community building skills as part of a regional intervention plan.

Required Texts (Available at Common Language Bookstore, 317 Braun Court, Ann Arbor, 663-0036)

Hope, Anne, and Timmel, Sally (2001). Training for Transformation: A Handbook for Community Workers. Book IV. London: ITDG Publishing. (Hereafter referred to as H&T)

Ramanathan, C., & Link, R. (1999, 2004). All our futures: Principles and resources for Social Work in a Global Era. Belmont: CA: Wadsworth. (Hereafter referred to as R &L)

Additional Required Readings:

A collection of readings is on reserve at the Social Work Library and can be accessed from the CTools site for the course. Ms. Lawler at the Library has also put together three excellent sets of resources for International Evidence Based Social Work Practice. Links to those sites are also on CTools.

Other Resources of Potential Interest:

Abantu for Development (2003). Positioning women and their concerns in governance processes: Experiences of District Assemblywomen in Ghana. Accra, Ghana, IBIS: Education for Development.

Archer, D., and Cottingham, S. (1996). Regenerated Frierian Literacy Through Empowering Community Techniques: Reflect Mother Manual. Archway, London: Actionaid

Ardayfio-Schandorf, Elizabeth (1994). Family and Development in Ghana. Accra: Ghana Universities Press.

Aswad, Barbara C., and Bilge, Barbara (Eds. 1996). Family and gender among American Muslims. Philadelphia: Temple University Press.

Coquery-Vidrovitch (1997). African women: A modern history. New York: Westview Press, Harper Collins Publishers.

Danesh, A. (1999). Corridor of Hope: A Visual View of Informal Economy. Lanham, MD. University Press of America.

Dolphyne, Florence Abena and Ofei-Agoagye, Esther (Eds., 2001). Experiences in capacity-building for Ghanaian women. Accra, Ghana: Asempa Publishers, Christian Council of Ghana.

Ehrenreich, Barbara and Hochschild, Arlie Russell (Eds. 2002) Global woman: Nannies, maids, and sex workers in the new economy. New York: Henry Holt Metropolitan Books.

Gould, Benina Berger, and DeMut, Donna Hilleboe (1994) The global family therapist: Integrating the personal, professional and political. Boston: Allyn and Bacon.

Lewis, Edith and Apt, Nana   Case Studies in International Social Work. Accra: University of Ghana Press – Excerpts will be made available to class participants.

Lie, G.Y., & Este, David (1999). Professional Social Service Delivery in A Multicultural World. Toronto: Canadian Scholars' Press. (Hereafter referred to as Lie)

Marger, M.N. (1994). Race and Ethnic Relations, 3rd Ed. Belmont, CA.:Thomson.

Mikell, Gwendolyn (Ed.) (1997). African Feminism: The Politics of Survival in Sub-Saharan Africa. Philadelphia: University of Pennsylvania Press.

Prigoff, Arline (2000) <u>Economics for Social Workers: Social Outcomes of Economic Globalization with Strategies for Community Action.</u> Belmont, CA.: Thomson Learning.

Rall, Ann P. (2005). Trauma and <u>the politics of exclusion: Social work in "Post-War" Rwanda.</u> Unpublished doctoral dissertation, University of Michigan.

Rupesinghe, Kumar, & Tishkov, Valery A. (Eds.) (1996). Ethnicity and Power in the Contemporary World. New York: United Nations Press.

Song, Linh (2005). From) Rice Paddy to Kung Fool Mask: Race and Cultural Awareness in International and Transracial Adoption Communities. <u>Michigan Family Review</u>, Spring, 1-8.

Tsikata, Dzodzi (Ed., 2001). <u>Gender training in Ghana: Politics, issues and tools</u>. Accra, Ghana: Woeli Publishing Services.

UNICEF (1997). <u>The State of the World's Children, 2003.</u> Oxford, England, Oxford University Press.

United Nations (2000). <u>The World's Women: 2000 Trends and Statistics.</u> New York: Nations' Department of Economic and Social Affairs.

Van Wormer, Katherine (1997). <u>Social Welfare: A World View</u>. Belmont, CA: Thomson.

United Nations Development Programme (2000). <u>Overcoming Human Poverty: Poverty Report 2000.</u>   New York: UNDP.

<center>**Course Assignments:**</center>

No paper should be more than the equivalent of 8 typewritten double-spaced pages, using a 12 point font. All written materials should be submitted to the CTools site.

1.   **Individual Assignment 1: Country Focus (2 Points Due September 21)**

Each group member will choose a target nation, population and issue of interest to her/him. The participant will also develop a brief (1-2 paragraph) written rationale for their choices for the instructor and other group participants. **European countries, the United States, and Canada may not be used for this assignment unless you were born and raised in nations other than these** (or by specific permission of the instructor). If you cannot identify a particular issue of interest, the instructor will provide you with one based on your introductory sheet.

2.   **Individual Assignment 2 (18 Points, Due September 28)**

After choosing your nation you will be asked to present information about that nation to other class participants for discussion, and work with a team to critically evaluate practice methods as they relate to your host nation(s). Remember that your choices will also influence your group assignment for the duration of the semester. You are strongly encouraged to look beyond U.S. sources for your information. In addition to your paper, please prepare a one-page summary sheet of the important "talking points" regarding your chosen nation. All papers must include:

A.   The identification of the nation: historical, political and social contexts (include geographic differences).
B.   Your intervention interests
C.   Current demographics (population, education, life expectancy, household income, major ethnic groups, languages)
D.   Current social, economic and political issues
E.   Interactions between the U.S. and your chosen nation
   1. Foreign policy
   2. Colonialism: "old" and "new"
   3. Signatories to U.N. charters?

2.   **Group Assignment A: Using the Social Development Model to Understand the Context of Your Work (30 Points, Due October 12)**

General Instructions: **In a 30 minute presentation**, your assigned group will share information regarding your various individual research plans throughout the term. Think of yourselves as a regional group from an international NGO

preparing your report for the international Board of Directors. Shape your presentation by recognizing that you each know little about the others' activities, and the international organization's headquarters are in New York City in the U.S. <u>You will attempt to determine three areas of overlap among your projects and discuss their importance for social work practice.</u> Provide a concrete set of illustrations of your key points. Your presentation should include specific learning tasks for those pursuing careers in international social work. You may choose from a variety of methods for your presentation including: case studies, internet resources, articles, books, newspapers, music, dance and art. Each group will prepare a set of written materials for all class participants, containing the areas of overlap, specific interventions and countries. A brief resource list for use by the INGO should also be included. The materials should be uploaded to the C-Tools site **at least 48 hours** before your assigned presentation date.

Specific Instructions:
1. The group will discuss the implications of your choices in terms of all levels the social development model presented in class.
2. To what extent does this intervention overlap, conflict, or parallel those of other group members? Is this a regional concern? If so, how might the target issue be modified to reflect its regional nature?
3. The group will present a summary of their deliberations and ultimate decisions to the class on October
4. Each group member should contribute at least one current piece of scholarship on the target population or issue and write a bibliographic annotation as a contribution to the ultimate group decisions. (Submitted also to the instructor).

3. Individual Assignment 3: Using the Social Development Model – Designing Ethnoconscious Interventions (30 Points, Due November 9)

AFTER your group has initiated Assignment A, and reached consensus on your collective approach to ethnoconscious interventions for your chosen country, prepare an intervention proposal congruent with your team's approach. Your chosen issue will also need to be operationalized in concrete, observable and measurable objectives, including proposed outcomes. A Hint: The multidimensional contextual model presented in class will help you complete the analysis. The completed proposal should present:
1) A description of your intervention
   a) goals
   b) objectives
   c) task analyses
   d) expected outcomes
2) The theoretical assumptions underlying your proposal.
3) Description of target population to be served

     a) With whom do you need to negotiate in order to access this population?
     b) How will you deal with language differences?
4) Logic Model or GANTT chart of the timetable for the intervention
5) Budget (YES, you must provide one. Please think this carefully through to <u>include all of the line items required for your proposal's implementation</u>)
6) Why should this intervention be done now?
7) Why should *you* do it (as opposed to someone from the host country)?

Assignment 4. Group Presentation B: Influencing International Social Policy (20 Points, Due December 7)

     Your group will have one hour to present its interventions as a packet to the International Non-Government Organization's Board for funding. The presentation should highlight the utility of supporting the plans as an integrated intervention strategy for the country/region/type of intervention. <u>A one-page Executive Summary of the integrated interventions will be submitted to all class participants on the discussion section of the C-Tools site by December 5th.)</u>

Grading:

     This course uses the School of Social Work's grading system approved by the Governing Faculty. Please refer to the "General Requirements for Class Papers in the School of Social Work" section of your student guide for assistance. All assignments will be graded for their comprehensiveness and clarity.

100-98	A+	85-83	B
97- 94	A	82-79	B-
93-90	A-	78-75	C+
89-86	B+	74-70	C

Session Outline

Week One - September 7
Introduction to Course and Concepts

Course Overview
International Placements
Definitions
     Global North and Global South
     Global and International
Concentric Circle Model
Remediation Model
The Case of Mrs. Mensah
Exercise: The Shape of the World
Focus: Futuring

Week Two – September 14
Contextualizing International Social Work Practice 1 :Theoretical Bases of Practice.

Individual country choice due
Social, historical, and political contexts of practice models- Revisiting SW 530
Social Work Practice in the U.S. – Ethics, Values, Methods and major foci
Social Development Model
Social Work Practice Models Internationally- major foci
Focus: Housing
Group Time

Readings
1. R&L, Chapters 2-4, and 9
2. Yan, Miu Chung (2005) Journey to international social work: A personal and professional reflection. Reflections, 11(1), Winter 4-16.
3. Prigoff, Arline (2000) Economics for Social Workers: Social Outcomes of Economic Globalization with Strategies for Community Action. Chapters 1 and 2. Belmont, CA.: Thomson Learning.
4. Wang, Caroline C., Cash, Jennifer L., and Powers, Lisa S. (2001). Who knows the streets as well as the homeless? Promoting personal and community action through Photovoice. Health Promotion Practice, 1(1), 81-89.

5. Tomassini, Cecelia, Wolf, Douglas A., and Rosin, Alessandro (2003). Parental housing assistance and parent-child proximity in Italy. Journal of Marrriage and Family, 65 (August), 700-715.

Week Three September 21
Contextualizing International Social Work Practice 2:Human Rights
First Individual Assignment Due

Social justice for whom? Or "Why do they hate us so much?"
NGOs- Does non-governmental equal non-political?
Multidimensional Contextual Practice Model
Influences of international social policies – NAFTA, the Euro
Enactment of human rights and social justice issues in the global arena
U.N. Charters
Focus: Water
Group Time

Readings
1. R&L: Chapters 5 and 6
2. H& T Chapter 3 – Sections 1-3

3. Guadelupe, Krishna and Lum, Doman (2005). A framework for human diversity and transcendence. Chapter 2 in Multidimensional Contextual Practice: Diversity and Transcendence. Belmont, CA: Thomson Learning, pp. 30-63.
4. Zhang, Xi (2004). Comparison between American and Chinese community building. Paper presented on COMM-ORG: The On-Line Conference on Community Organizing and Development. http://comm.org.wisc.edu/papers.htm.
5. Englebert, Phillis (2005). Local level involvement in human rights. Ann Arbor News, July. (on course site)
6. United Nations (2004) A/C.3/59/L.60 General Assembly Distr.: Limited 2 November 2004 Original: English 04-58916 (E) 051104 *0458916* Fifty-ninth session Third Committee Agenda item 105 (c) (on course site)
7. Lichtblau, Eric 2005. Senate Makes Permanent Nearly All Provisions of Patriot Act, With a Few Restrictions. New York Times, July 30. (on course site)
8. Rall, Ann (2005) Chapter 1 Introduction. In Trauma and the Politics of Exclusion: Social Work in Post-War Rwanda. Unpublished dissertation, University of Michigan.
9. Jones, David (2005). London bombing and social work values. ComSocWk.@aol.com

Week Four – September 28
Contextualizing International Social Work Practice 3: Finding Resources
Guest Speakers Sally Lawler and Jennifer Davis
PLEASE NOTE; THIS CLASS WILL BE HELD IN THE SSW LIBRARY
Group Time

Readings

1. R&L: Chapters 7
2. Grant, Karen J. (2003). The influence of English on cross-linguistic counseling. Toronto: CMP Conference Papers:http://www.oise.utoronto.ca/depts/aecdcp/CMPConf/papers/Grant.
html

Week Five October 5 Normalizing Conflict

Conflict as a factor in daily life
Global, Societal and Community Constructions of conflict
Outcomes of Constructions and Behaviors
Understanding our own conflict management styles
Focus: Oaxaca
Group Time

Readings
1. R&L: Chapter 8
2. Social Work and War in the Balkins. <u>Reflections</u>, Vol. 6 (2), Spring, 2000.
3. De Filippis, James (2001<u>). Our Resistance Must Be as Local as Capitalism: Place, Scale, and the Anti-Globalization Protest Movement</u>. Paper presented on COMM-ORG: The On-Line Conference on Community Organizing and Development. http://comm-org.wisc.edu/papers.htm
4. Cevallos, Diego (2005). Besieged journalists continue publishing paper. <u>Noticias,</u> July 8.
5. Kwon, Hee-Kyung and Rueter, Martha A. Lee, Mi-Sook (2003). Marital relationships following the Korean economic crisis: Applying the family stress model. <u>Journal of Marriage and Family 65</u> (May), 316-325.
6. Klimov, Blagoy (2003). The new emerging ghettoes on the Balkans as a result of the European Union's policies of inclusion and exclusion. <u>Centro Argentino de Estudios Internacionales, Area CEI y Paises Bálticos.</u> http://www.caei.com.ar.

<u>Week Six October 12 – Group Presentations A: On Women's Lives</u>

Feminism: Different global definitions
Currently targeted areas: The U.N. Committee on the Elimination of Discrimination against Women
What do women say that they need? Beijing Conference Revisited
Gender issues in social work practice
Working with women in community organizations
The perils of method-driven interventions

Readings
1. H & T Chapter 2 Sections 1-4
2. McGadney-Douglas, Brenda F. (2005). Rites and rights of older women in Ghana. <u>Aging Section Connection</u>, Spring, 7-13.
3. Yuen-Tsang, Angelina and Sung, Pauline (2005). The social construction of concealment among Chinese women in abusive marriages in Hong Kong. <u>Affilia, 20</u>(3),284-299.
4. Ohene-Konandu, Gifty (2003). Barriers to women's participation in Ghana's decentralized government system. <u>Social Policy</u>, 2(2), 30-43
5. Manuh, Takyiwaa (1998). <u>Women in Africa's Development: Overcoming Obstacles, pushing for progress. <u>Africa Recovery</u> <u>Briefing Paper No.11</u> (April) New York: UN Department of Public Information.
6. Actionaid (2001). <u>Briefing note on international women's day: Bringing women's voices into peace building</u>. Prepared by the Gender Working Team on Conflict and Peacebuilding. London: Actionaid, March.
7. Driedger, Diane, Keika, Irene, and Batres, Eileen Girón (1996). Excerpts from <u>Across Borders: Women with disabilities working together</u>. Charlottetown, PEI, Canada: Gynergy Books, Pp. 40-47, 150-163.

8. Cubbins, Lisa A., and Vannoy Dana (2005). Socioeconomic resources, gender traditionalism, and wife abuse in urban Russian couples. Journal of Marriage and Family, 67(February), 37-52.
9. Santhiveeran, Janaki (2005). Exploring arranged marriages in my family: Negotiations of culture, family, gender and love in the adventures of marriage. Reflections, 11(1), Winter, 26-34.

Week Seven – October 19 International Social Work Practice "Over Here" 1

Increasing influence of transnationalism
U.S. and Canadian Refugee and immigration policies
Contrasting U.S. and Canadian social work roles
Focus: Photovoice, The International Families Outreach Project (IFOP)
Implications for social work and social welfare in the United States

Readings:
1. R & L; Chapter 11
2. Lie, Gwat-Yong, and Estes, David (1999). Professional Social Work Delivery in a Multicultural World. Toronto: Canadian Scholar's Press, Chapters 1 and 2, pp. 4-45.
3. Wang, Caroline and Burris, Mary Ann (1997). Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment. Health Education and Behavior, 24 (3), 369-387.
4. Song, Linh (2005) Rice Paddy to Kung Fool Mask: Race and Cultural Awareness in International and Transracial Adoption Communities. Michigan Family Review, Spring, 1-8.

5. Haskins, Ron, Greenberg, Mark, and Fremstad,Shawn (2004). Federal policy for immigrant children: Room for common ground? The Future of Children, 14 (2), 1-6. (New York: Brookings Foundation)

6. H&T Chapter 3 Sections 4-5, Chapter 5 Sections 1-3
7. Keith, Novella Zett (2005). Community service learning in the face of globalization: Rethinking theory and practice. Michigan Journal of Community Service Learning, Spring, 5-24.
8. Zhang, Xi (2004). Comparison between American and Chinese community building. Paper presented on COMM-ORG: The On-Line Conference on Community Organizing and Development. http://comm-org.wisc.edu/papers.htm.

Week Eight – October 26 –   Application: Social Work Practice in Norway Guest Speaker Lisa Morais-Knudsen, M.S.W.

Readings

1. Excerpts from Unicef (1997). The State of the World's Children. Oxford, England: Oxford University Press, pp. 9-29.

2. Henneck, Rachel (2003). Family Policy in the US, Germany, Italy and France: Marriage/Cohabitation, Parental Leave, Child Benefits/Family Allowances, and Child Care Family Policy in the US, Japan, Germany, Italy and France: Parental Leave, Child Benefits/Family Allowances, Child Care, Marriage/Cohabitation, and Divorce**.** A Briefing Paper Prepared for the Council on Contemporary Families May 2003.

3. Coontz, Stephanie (2004). The world historical transformation of marriage. Journal of Marriage and Family, 66 (November): 974-979.

4. R & L: Chapter 12

Week Nine – November 2 - Interpersonal, individual, family, group, organizational and community interactions

Whom shall we serve?
Comprehensive strategies
Trade-offs for professional social workers
Example of Intervention: Actionaid Reflect Program, NUP Revisited, The Zapotec
Social workers as co-learners

Readings
1. R&L, Chapter 8
2. H & T Chapter 5,pp. 214-237.
3. Mediratta, Kavitha and Clay Smith (2001). Advancing community organizing practice: Lessons from grassroots organizations in India. Paper presented on COMM-ORG: The On-Line Conference on Community Organizing and Development. http://comm-org.wisc.edu/papers.htm, August
4. Weine, Stevan, Knafl, Kathleen, Feetham, Suzanne, Kulauzovic, Yasmina, Klebic, Alma, Sclove, Stanley, Besic, Sanela, Mujagic, Aida, Muzurovic, Jasmina, and Spahovic, Dzemila (2005). A mixed methods study of refugee families engaging in multiple-family groups. Family Relations 54 (October), 558-568.
5. Johnson, Susan (2005). Gender and microfinance:Guidelines for good practice. London: Actionaid

Week Ten – November 9 Entering as a "Foreigner" and Becoming An Ally-
Guest Speaker: Professor Ann Rall   International NGOs

Individual Assignment 3 Due
Intervention Choices and Consequences
Implications for social work practice
Applying Praxis and Conscientization Models
Engagement via the community as a form of interpersonal practice
Are western interventions effective across global settings?

Examples: Rwanda, Detroit/Windsor Refugee Program

Readings
1.   R&L Chapter 7
2.   H& T Chapter 4
3.   Rall, A. (2005) Epilogue

Week Eleven - November 16: Sustainable Development

Readings
1.   R&L Chapter 11
2.   Van Wormer, Katherine (1997). Sustainable development. Chapter 12 in
        Social Welfare: A World View. Chicago, Nelson-Hall, 643-669.
3.   Smith, Stephen C. (2006). Gaining ground against poverty. Sojourners,
        (February), 12-16.
4.   George, Purnima, & Marlowe, Sara (2005). Structural social work in
        action: Experiences from rural India. Journal of Progressive Human
        Services, 16(1), 3-24.
5.   United Nations Development Programme (2004). Chapter 3: Linking
        poverty to national policies. Chapter 4: Linking countries' international
        policies to poverty. In Overcoming Human Poverty, UNDP Poverty Report
        2000. New York: United Nations, 36-51.

Week Twelve – November 30 Children: Hope of the Future To Everyone?
Guest Speakers: Professors Andrew Grogan-Kaylor and Elizabeth Paley

Convention on the rights of the Child
Signatories of the International Rights of the Child Statement
Corporal Punishment
Street Children
Gender gap in education
Human Rights and Children
Implications for Social Work Practice

Readings
1. Excerpts from UN Department of Economic and Social Affairs (2000). <u>The World's Women 2000: Trends and Statistics</u>: Social Statistics and Indicators, Series K, No. 16. New York: United Nations.
2. Haskins, Ron, Greenberg, Mark, and Fremstad,Shawn (2004). Federal policy for immigrant children: Room for common ground? <u>The Future of Children, 14</u> (2) (New York: Brookings Foundation).
3. McGadney-Douglass, Brenda F., Douglass, Richard, Araba Apt, Nana, and Antwi, Phyllils (2003). Ghanaian mothers helping adult daughters: The survival of malnourished grandchildren. <u>Journal of the Association for Research on Mothering, 7 </u>(2), 112-124.
4. Sim, Tick Ngee and Ong, Lue Ping (2005). Parent physical punishment and child aggression in a Singapore Chinese preschool sample. <u>Journal of Marriage and Family, 67 </u>(February): 85-99.

<u>Week Thirteen – December 7 – Group Presentations</u>
Revisiting Mrs. Mensah, and models of practice: What works, for whom, under what conditions and with what consequences?

Readings:
Actionaid (2006) <u>Mother Manual</u>. Actionaid

<u>Week Fourteen – December 14 – Group Presentations</u>

Social Work practice's role in social development
Future Visions: What do we know and what do we need to know?

Readings:
1. R & L Chapter
2. H & T Chapter