

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2023
Discipline:	Social Work/International Education
Course Number and Title:	SOWK/IE 450 International Social Welfare and Development
Division:	Upper
Faculty Name:	Romel W. Mackelprang, MSW, DSW, LICSW
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course explores key international social welfare issues from the perspective of globalization in social, economic, and political arenas. Students will analyze a variety of global social issues related to social welfare and social development. They will analyze economic (e.g., capitalism, socialism) and political (e.g., democratic, autocratic) systems on framing societies. The course will explore the impacts of cultural, religious, historical, and environmental factors on societal structures, and social welfare policy and delivery. Students will critically compare the impacts of living in high, middle, and low resourced countries and regions. We will apply social welfare analyses before docking in each Semester at Sea country we visit, and process experiences upon leaving.

This course utilizes *universal diversity theory* to investigate strategies that promote social welfare and mitigate, ameliorate, and prevent social problems that transcend specific times, identities, and locations. It uses a five component framework to analyze the impacts intent and impact of social welfare policies, those that: 1) overtly limit access or deny rights, 2) implicitly disadvantage groups, 3) protect or provide services to target groups, 4) promote rights or redress wrongs of disadvantaged groups, or 5) promote universal access for all groups.

LEARNING OBJECTIVES

At the end of this course students will be able to:

1. Articulate multiple approaches to social welfare and human well-being.
2. Comprehend historical approaches to social welfare from Hammurabi to the present.
3. Critically assess the contemporary implications of historical and extant practices such as colonialism, slavery, ethnocentrism, racism, ableism, sexism, and heterosexism on social welfare and human well-being.
4. Compare charity vs. investment approaches to social welfare policies and practices.

5. Identify and describe the strengths and limitations of different political and economic systems approaches to social welfare policy and practice globally, nationally, and locally.
6. Analyze cultural approaches to social welfare, comparing western approaches to those of SAS countries visited.
7. Examine the roles of secular and religious non-governmental organizations in community, country, and global social welfare policy and practice.
8. Critically examine social welfare, community functioning, and human well-being in high, middle, and low resourced countries.

REQUIRED TEXTBOOKS

AUTHOR: Midgley, J.
TITLE: Social Welfare in a Global Era
PUBLISHER: Sage
ISBN #: 978-1-4129-1802-2
DATE/EDITION: 2017

AUTHOR: Vezina, V. et.al.
TITLE: Political Ideologies and Worldviews: An Introduction
PUBLISHER: Kwantlen Polytechnic University
DATE/EDITION: 2021

PUBLIC ACCESS TEXT-AVAILABLE FOR FREE DOWNLOAD

REFERENCE READINGS

- A PDF of the 2019 OECD Society at a Glance Report is available and will be used as a reference throughout the course.
- A Copy of the 2021 Human Rights Watch Report is available and will be referenced during the voyage.

OTHER READINGS: Other required supplemental articles/ readings are on reserve or available on the intranet and contain materials specific to the countries and cultures to which students will be exposed during the quarter.

TOPICAL OUTLINE OF COURSE:

Below is an outline of planned activities for each class section. Other readings will be assigned that address specific issues related directly to this Semester at Sea experience. In addition, we will use brief media presentations (e.g., TED Talks, YouTube videos) to complement and supplement the course. We will also be flexible and address events and circumstances (usually unforeseen) as they arise in the world, and onboard the vessel.

Embarkation Day – January 5

Class 1

Class Introduction:

Review syllabus, grading policy; Introductions

Exploring multiple conceptualizations of Social Welfare

Charity, Investment, and Social Justice approaches

Readings: None

Class 2

**Social Welfare: Historical and Contemporary Philosophies and Approaches
From Communism to Fascism and Everything In Between**

Text Readings:

Vezina: Introduction: Approaching Political Ideologies: 3-24.

Midgley: Welfare and the Global Era: x-xvii

Additional Readings:

Code of Hammurabi

Magna Carta

Class 3

**International Social Welfare
Multiculturalism**

Text Readings:

Midgley: Chapter 1: The Field of International Social Welfare

Vezina: Chapter 8: Multiculturalism

Additional Readings:

India: Health and Welfare: Britannica

Indian Society and Ways of Living

Human Rights Watch: India

- [Quiz #1](#)

Class 4

**Modern Social Welfare in Global and Nation State Contexts
Social Welfare: Comparisons between North America, Asia, and Africa
Universal Diversity Theory**

Text Readings:

Midgley Chapter 2: Understanding the Modern World

Additional Readings:

Mackelprang: Universal Diversity Theory

2021 Index of Economic Freedom Highlights

Classes 5 & 6

Religious and Secular Approaches to Social Welfare

Social Welfare in Kenya

Text Readings:

Midgley: 5: Non-profits and Faith-Based Services

Vezena: Confucianism

Liberalism

Conservatism

Additional Reading:

Human Rights Watch: Kenya

- [Quiz #2 \(Class 6\)](#)

Class 7

Social Welfare and Governments

Communist, Socialist, and Capitalist Economic Systems

Text Reading:

Vezena: Socialism

Additional Reading:

Socialism, Communism, and Capitalism. Economicshelp.org

- [Quiz #3](#)

Class 8 (Continued from Session 7)

Social Welfare and Governments

Individual Rights vs. Social Responsibility in Western Contexts

Text Reading:

Midgley: 3: Globalization and the Global Era

Vezena: Liberalism

Additional Reading:

Individual Freedom vs. Collective Responsibility. Biomed Central.

Class 9

Social Welfare and Governments:

Totalitarian to Democratic Governmental Approaches

Nationalism

Text Reading:

Vezena: Nationalism

Additional Reading:

Socialism-Communism-Capitalism

- [Quiz #4](#)

Class 10

Moral, Medical, and Diversity Approaches to Social Welfare Colonialization and Colonialism: Historical and Contemporary Issues

Text Reading:

Vezina: Displacement and Indigenous Worldview

Additional Reading:

Colonialism-Stanford

Emergence of Arab-Israel Relations

Post Colonial Struggle for Identity: Middle East

Class 11

Social Welfare in Jordan

State Religions and Social Welfare: Islam and Christianity

Text Reading:

Vezina: Islamism

Additional Readings:

Human Rights Watch Jordan

Jordan: Freedom in the World

Key Factors in Government Favored Religions around the World: Pew Research

- [Quiz #6 \(Class 11\)](#)

Class 12

Social Welfare Professions in International Contexts

Text Reading:

Midgley: 6

Additional Reading:

Is Welfare Really About Social Control?

Class 13

Social Welfare Issues in Cyprus

Additional Readings:

State of Health in Cyprus. OECD

- [Quiz #7](#)

Class 14

Social Welfare and vulnerable groups within countries

Exploitation of vulnerable groups in low-income countries by wealthy countries

Additional Readings:

Human Rights Watch: Break their Lineage: Break their Roots

Social Welfare and Protest. Acta Polit

Class 15

Social Welfare and Global Health: Lessons from Recent Pandemics

Additional Readings:

Wealth and COVID-19

AIDS Africa 1990-2017

- [Quiz #8](#)

Class 16

Social Welfare in Greece: Lessons from Antiquity to the Present

Additional Readings

Soteiopoulos, Hullaras, & Karadag. Greece Sustainable Governance Indicators 2020
Human Rights Watch: Greece
Ancient Greece: Democracy

- Quiz #9

Class 17

Human Trafficking
Social Welfare and Gender

Text Readings:

Vežina: Democratizing feminisms

Additional Readings:

Mediterranean and Human Trafficking
UN Report on Human Trafficking

Class 18

Social Issues in Croatia

Social Welfare in Post USSR Central and Eastern Europe

Additional Readings:

The Breakup of Yugoslavia. US State Department

Social Policy. Poverty and Inequality in Central & Eastern Europe. Pp. 263-305

- Quiz #10

Class 19

Health and Social Welfare: When Wealthy Countries Catch Colds, Low Resourced Countries Develop Pneumonia

Families, Communities, and non-formal Social Welfare

Text Reading:

Midgely: 4

Additional Readings

Inequality and Globalization: A Review

Class 20

Social Welfare Issues in Spain

Additional Reading:

Human Rights Watch Spain
Spain: Freedom of the World
Spain: Sustainable Government Indicators

- Quiz #11

Class 21

Social Welfare and the Global Environment

Text Reading:

Vežina: The Environment

Additional Readings:

Global Climate Change: What You Need to Know

Class 22

Domestic Unrest, Conflict, and War: Who Benefits and Who Suffers?

Text Reading:

Vezina: Anarchism

Additional Readings:

Social Welfare and Protest

UN Special Report: New threats to Human Security

Class 23

Future of Social Welfare Globally

Social Welfare Issues in Morocco

Text Reading:

Vezina: Ideology in a Global Future

Additional Readings:

Human Rights Watch: Morocco and Western Sahara

- [Quiz #12](#)

Class 24

A Global Retrospective of Social Welfare: Lessons from Semester at Sea

Addressing Problems and Meeting Challenges

Social Welfare Issues in Portugal

Additional Reading:

Portugal: Sustainable Government Indicators

Class 25

Student Research Project Poster Sessions

Wrap up

Disembarkation Day – April 20

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 2023 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute 20% of the contact hours for each course.

Field Class Title:

Political and Economic Structures' Impacts of Social Welfare Policy and Practice

Outcomes:

This class will provide on-site opportunities for students to identify and describe, “strengths and limitations of different political and economic systems approaches to social welfare policy and practice,” in the field class site country and to compare them to other country approaches.

The theme for these analyses is comparing and contrasting “individual rights” to “social responsibility” approaches to social welfare. For example, educating young people is almost universally considered a social responsibility. In contrast, the U.S. debates whether access to health care is an individual right whereas all other OECD countries (except South Africa) provides universal access as a social responsibility. The prevailing U.S. “War on Drugs” policies have long focused on interdiction and criminal prosecution while other countries’ policies have focused more on harm reduction and public health. Different countries place dissimilar emphasis on mental health community options and access. The field class will give students the opportunity to assess how approaches to social welfare policy on the rights-responsibility spectrum affect the scope and quality of access and service provision.

Potential Activities:

A visit to a public health/ mental health service provider, an institution of higher education, and/or social welfare policy administrators in a European country would be a vehicle to compare policies that focus on universal access to health and/ or mental health care with the U.S. approach that provides high quality but disparate access to health/ mental health care.

A visit to a human rights organization in one of several Semester at Sea countries would expose students to the ways countries address rights and social responsibilities. For example, in some countries with high emphasis on male leadership, visiting with educators, students, and/ or service organizations that focus on women’s and children’s rights would be illuminating.

In recent decades, social solidarity in several European countries has been challenged as immigrants and refugees (often from previously colonized countries) have been granted access. Ethnic and religious discrimination and conflicts have increased dramatically in several countries. Visiting organizations that focus immigrant and minority rights would be instructive and a vehicle for many students to compare the field class country with their own.

A field class that visits human service and/ or human rights organizations in India would be used to students to evaluate social welfare policies and practices that address discrimination, human rights and access to resources for India's underclasses in comparison to wealthy countries. For example, India has enacted laws and policies to prohibit the caste system but discrimination is still widespread. In comparison, in recent years social welfare policies and practices in the U.S., Canada, and European Union policies have been enacted but discrimination against devalued groups is still widespread.

Assessment:

Students will write a 5 page paper identifying a social problem and critically analyzing how country policies and practices rely on individual vs. societal responsibility for addressing the problem. Analyses will include societal and cultural values, economic resources, discrimination, and degree of public will that impact policy and practice for the chosen problem. Finally, students will compare social welfare practices in the field class country to their country of origin.

METHODS OF EVALUATION

1. Participation (10%)

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Each unexcused absence will result in the loss of a grading point.

Active participation is critical. Though, as in all classes, some students verbalize more than others, active engagement is required. Students who attempt to use a computer or other electronic device for any purpose other than class activities will be asked to leave class for the remainder of the class session and will be marked absent.

2. Hello Instructor (5%)

On the second-class day, students will turn in a short (e.g., 1 page) paper introducing yourselves that may include your background, course expectations, voyage expectations, fears or concerns; in short anything you want to share. Though, because I have a bit of an LD, I have trouble learning and recalling names, this short paper will aid me in getting to know you.

3. Field Class and Assignment (20%)

Upon completion of the Field Class, students will write a 3-page paper articulating the

implications of negative attribution and discrimination in majority-minority relations from the field experience, comparing them to their own experiences, and providing insights from the experience.

4. **Comparative Experiential Project (20%)**

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

For purposes of this assignment, the voyage will be divided into four units of analyses: 1) India and Kenya (former British colonies), b) Islamic countries (Jordan, Morocco), c) Southeastern Europe (Cyprus, Greece, Croatia), and d) Southwestern Europe (Portugal, Spain). In consultation with the instructor, students will engage in a critical analysis of how the field class country and one country from each of two other regions address a specific social problem. They will then write 5 page critical thought papers worth 20% of their final grade, tying their analyses back to course content.

Sample Projects: Analyses of the impacts of historical and contemporary international relations is one possible area of study. For example, students may choose to analyze how poverty and ethnic conflicts in countries like India and Kenya were influenced by colonization and compare those impacts with the economic benefits for colonizers and/or the ethnic conflicts arising from immigration in those countries. Another potential area of study students may choose is a comparison of economic development and country wealth and how social welfare for the general population and/ or minorities have evolved based on government style and economic development. Students may also choose to assess the impacts of inter-country or regional concerns or conflicts (e.g., Turkey's relationships in Cyprus, post USSR Yugoslavia breakup and Croatia). As an upper level class, students will address social welfare policies and practices that address problems in each country.

A critical component of the comparative analysis assignment will be for students to identify, in consultation with the instructor, their topics of analysis so they can begin research and information collection as we reach early ports in the voyage.

5. **Quizzes (20%)**

Twelve multiple choice quizzes will be given, each pertaining directly to the readings assigned for the session. Quizzes will be Students can drop the scores of the lowest two quizzes.

5. **Final Research Project (25%)**

Early in the semester, students (in singles or pairs) will choose a research project to engage in on voyage that addresses a social problem of their choice. Projects may vary and can include questionnaires given to other voyagers, in-country observations, observations of interactions between student(s) and others while in-country. Your textbook provides examples of methodologies. Subjects of interest will be chosen from among the problems covered in the course.

At the end of the voyage, students will prepare and present a media presentation

(e.g., power point plus verbal explanations) for other students on their research. This presentation will be modeled after poster presentations given at professional conferences. In addition, they will prepare a 5 page paper delving into the research and their learning.

Grading Rubric

*Note: Written assignments and presentations will be graded using rubrics developed for specific assignments using the following general format:

Sample Rubric for Grading Student Papers and Assignments

Criteria	Scoring range 1= poor to 10 =superior	Instructor feedback
Depth and breadth of coverage of topic assigned is		
Content is accurate and well supported		
Articulates insights and learning		
Writing conventions (e.g. construction, spelling, grammar)		

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable

efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student

Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, as posted to the student portal prior to registration.

MACKELPRANG STATEMENT ON UNIVERSAL ACCESS: In addition to the legally required accommodations, this course utilizes **universal access** in its approach. It employs strategies to minimize or eliminate “reasonable accommodations,” by tailoring the learning environment that is universally accessible to all students and student learning needs regardless of characteristic. (If you want to get me started about my work and passion, just ask me what I mean when we meet.)

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS FOR THE LIBRARY

None

FILMS

Short films and videos will be viewed and discussed during class sessions.

ELECTRONIC COURSE MATERIALS

Electronic additional readings will be made available via the Semester at Sea intranet. For most countries we visit, a country report on governmental indicators will be available for your perusal. Instructions for downloading will be provided well before the voyage.