

McGill School of Social Work

Master of Social Work

SWRK 626: Seminar on International & Community Development

Fall 2012, Thursdays, 11:30 – 2:30 pm, Wilson 103

Instructor:

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Wilson Hall, 318

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Office hours: email to schedule an
appointment

Learning objectives

The purpose of this course is to offer a forum for deepening our understanding of different aspects of international and community development: ideological, historical and practical. Participants will reflect upon the role of international and community development theories, policies, actors and intervention in their own social work practice.

Class participants will learn from academic readings, each other's experiences, and class activities.

By studying in SWRK 626 students will learn to

1. Understand
 - the fundamental *concepts and theories* related to international and community development.
 - *poverty as the central problem* affecting international and community development.
 - the limitations to neoclassical economic theories that have guided development.
 - the ways that history and *political-economic context* shape development.
2. Assess the *strengths and weaknesses* of development ideas/ initiatives.
3. Analyze and articulate the *merits and demerits* of a position on controversial development ideas/topics.
4. Create an *in-depth critical position* on a key development idea/book.
5. Create a realistic and well-reasoned paper grounded in history that contains a *plan to reduce poverty*.

Learning Activities

A NOTE ON READINGS

1. Students are expected to prepare by reading assigned articles *before* coming to class.

WEEK	TOPIC(S)	READINGS AND ACTIVITIES
1 Sep. 6	Course intro	<p>Why are we here?</p> <ul style="list-style-type: none"> ❖ Introduction of instructor and students <p>What are we going to do and how are we going to do it?</p> <ul style="list-style-type: none"> ❖ Overview of course outline and assignments, presentation of teaching approach ❖ Expectations for the class ❖ Logistics
2 Sep. 13	History and context	<p>Class discussion</p> <p>Video: Commanding Heights</p> <p>DeFilippis, J., and S. Saegert. <i>The Community Development Reader</i>. New York: Taylor & Francis, 2007. Chapter 36 by Robert Sampson, 308-318</p> <p>Botes, L., & van Rensburg, D. (2000). Community participation in development: Nine plagues and twelve commandments. <i>Community Development Journal</i>, 35(1), 41-58</p> <p>Goodman-Draper.ND.</p> <p>Recommended Reading: J. DeFilippis, R. Fisher, and E. Shragge, <i>Contesting community: The limits and potential of local organizing</i> (New Brunswick, NJ: Rutgers University Press, 2010). Chapter 2 History matters</p>
3 Sep. 20	Community and development	<p>Class discussion</p> <p>Video: Dudley Street</p> <p>McKnight, J. <i>The Careless Society: Community and Its Counterfeits</i>. New York: Basic Books, 1996.</p> <p>Recommended Reading: Blakely, E. J, and N. G Leigh. <i>Planning Local Economic Development: Theory and Practice</i>. Thousand Oaks, CA: Sage Publications, Inc, 2009.</p>
4 Sep. 27	Poverty and development 1	<p>Class discussion on capitalism foundations, recent trends</p> <p>George, V. <i>Major Thinkers in Welfare: Contemporary Issues in Historical Perspective</i>. Policy Press, 2010. Chapter 8. 155-178</p> <p>OECD. <i>From Aid to Development: The Global Fight Against Poverty</i>.</p>

WEEK	TOPIC(S)	READINGS AND ACTIVITIES
		OECD Publishing, 2012.
5 Oct. 04	Poverty and development 2	Class discussion
		De Soto, H. <i>The Mystery of Capital: Why Capitalism Succeeds in the West and Fails Everywhere Else</i> . New York: Basic Books, 2000.
		Michael Teitz, "Neighborhood economics: Local communities and regional markets," <i>Economic Development Quarterly</i> , Vol.3, No.2 (May 1989), 111-122.
		R. Florida, "Cities and the creative class," <i>City & Community</i> 2, no. 1 (2003): 3-19
6 Oct. 11	Frameworks for development and assessing progress	Class discussion * Debate
		[skim] Stiglitz, J. E., A. Sen, and J. P. Fitoussi. Report by the Commission on the Measurement of Economic Performance and Social Progress. Paris: Commission on the Measurement of Economic Performance and Social Progress, 2009. http://www.stiglitz-sen-fitoussi.fr/en/index.htm .
		UNDP. Millennium Development Goals Report 2012 - United Nations Department of Economic and Social Affairs. New York: United Nations, 2012
		TBD: ICSD – Asia Pacific conference
7 Oct. 18	Failure of classical econ; Institutions and the commons	Class discussion * Debate response due
		Ostrom, E., J. Burger, C. B. Field, R. B. Norgaard, and D. Policansky. "Revisiting the Commons: Local Lessons, Global Challenges." <i>Science</i> 284, no. 5412 (1999): 278-282.
		Ostrom, E. "Collective Action and the Evolution of Social Norms." <i>The Journal of Economic Perspectives</i> 14, no. 3 (2000): 137-158.
		North, D. "Institutions." <i>The Journal of Economic Perspectives</i> 5, no. 1 (1991): 97-112.
		North, D. "Economic Performance Through Time." <i>The American Economic Review</i> 84, no. 3 (1994): 359-368.

WEEK	TOPIC(S)	READINGS AND ACTIVITIES
8 Oct. 25	Social development	Class discussion * Finish book and present outline of your review Chapters 1 and 3 in Midgley, J. <i>Social Development: The Developmentalist Perspective in Social Welfare</i> . London: Sage, 1995. Midgley, J., and M. Sherraden. "The Social Development Perspective in Social Policy." In <i>The Handbook of Social Policy, Second</i> :279–294. Thousand Oaks: Sage, 2009.
9 Nov. 01	Capital: social	Class discussion Portes and P. Landolt, "The downside of social capital," <i>The American Prospect</i> 26, no. 94 (1996): 18–21. Midgley, J. & Livermore, M. 1998 "Social capital and local economic development: implications for community social work practice". in Sherraden, M.S., & Ninacs, W.A. (Ed.). (1998). <i>Community economic development and social work</i> . New York: Haworth. p. 29-40. M. Gladwell, "Small change: Why the revolution will not be tweeted," <i>The New Yorker</i> , no. 15 (2010), http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell .
10 Nov. 08	Assets and development	Class discussion * Book review due Chapter 1 Haines, A., and G. P. Green. <i>Asset Building & Community Development</i> . Thousand Oaks, CA: Sage Publications, 2011. Sherraden, M. <i>Assets and the Poor: A New American Welfare Policy</i> . Armonk, NY: M.E. Sharpe, 1991. Page-Adams, D., & Sherraden, M. (1997). Asset building as a community revitalization strategy. <i>Social Work</i> , 42(5), 423-434
11 Nov. 15	Capabilities	Class discussion DeFilippis, J., and S. Saegert. <i>The Community Development Reader</i> . New York: Taylor & Francis, 2007. Chapter 36 by Amartya Sen, 319-327 Alkire, S. "Subjective Quantitative Studies of Human Agency." <i>Social Indicators Research</i> 74 (2005): 217–260. Chaskin, R. "Building Community Capacity." <i>Urban Affairs Review</i> 36, no. 3 (2001): 291.
12 Nov. 22	Community practice	Class discussion * Presentation of poverty manifesto McKnight, J., and J. Kretzmann. <i>Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets</i> . Chicago: ACTA Publications, 1993.

WEEK	TOPIC(S)	READINGS AND ACTIVITIES
		F. E Netting, P. M Kettner, and S. L McMurtry, Social work macro practice (Longman, 1998). pp 103-125
13 Nov. 29	Evaluation and what works	Class discussion, wrap up, * Poverty Manifesto due
		Chapters 1 and 4 (by Brehm) in Giloth, R., and C. Austin. Mistakes to Success: Learning and Adapting When Things Go Wrong. iUniversse, 2010.
		Ohmer, M. L. "Assessing and Developing the Evidence Base of Macro Practice Interventions with a Community and Neighborhood Focus." Journal of Evidence-Based Social Work 5, no. 3 (2008): 519–547.
		Ohmer, M.L., and W.S. Korr. "The Effectiveness of Community Practice Interventions: A Review of the Literature." Research on Social Work Practice 16, no. 2 (2006): 132.

*** The course will use the following website to interface with students:

<http://swrk626.weebly.com>

Students are encouraged to bookmark the page in your internet browser.

MyCourses is to be used to (1) download readings, (2) upload assignments. All other course-related activity will take place on the weebly site.

Learning Assessment

Assessment	Due Date	Marks (%)
1. Class participation, presentation of readings, contribution to class discussion	continuous	5
2. Book review (individual or group)	Week 10 (Nov. 8)	30
Presentation of book review outline	Week 8 (Oct. 25)	formative
3. Debate	Week 6 (Oct. 11)	10
Written response to debate (group)	Week 7 (Oct. 18)	5
4. Poverty manifesto	Dec. 3 9am	50
Presentation of manifesto outline		formative

Written assignments are due at the beginning of class unless stated otherwise. Guidelines for these assignments will be distributed in class. Deadlines are fixed.

Submission Procedures

Save the file in the following format

LASTNAME.2012.SWRK626_AssignmentKeyword; e.g.,
ROTHWELL.2012.SWRK626BookRev

Click on Assignments under the home tab on MyCourses and locate the corresponding assignment. There will be no submission for Class participation or Debate. Book review and Written response to debate may be group assignments. All students in a group must submit an assignment. Please ensure that names appear on the file.

Evaluation of student work and assignment of letter grades will follow the guidelines outlined by the McGill Faculty of Arts: <https://home.mcgill.ca/oasis/general/grading/>.

In general, grades are assigned based on the following¹:

Grade	Criteria / Guidelines
A > 85	Reserved for work which exhibit all the qualities required for an 80-84% (A-) and in addition shows some originality or special insight. A grade of 85 or more communicates to graduate students that their work has the potential to make a serious contribution to the field.
A- 80-84	Indicates that in addition to the qualities mentioned for a B+, the work raises pertinent critical considerations, exhibits an awareness and appreciation of plausible alternative interpretations and presents well-considered arguments to support points of view. The work should also have brought to bear considerations garnered from reading and/or experience beyond the specific course content.
B+ 75-79	Indicates that the work is comprehensive, clearly expressed (written or verbally), exhibits a sound knowledge and understanding of the course material and is free of the deficiencies listed below. In short, this grade should mean that the work is very good, that it contains no significant negative features.
B 70-74	The issue or topic has been addressed, the work exhibits a basic knowledge and understanding of the course material that has been presented in a reasonably clear and organized manner.
B- 65-69	Some important material relevant to the topic or issue being dealt with is lacking, or that the work exhibits confusion or misapprehension on some points or that there are either some weaknesses in the organization of the work or deficiencies in the clarity of expression.
C+ 60-64 C 55-59 D 50-54	Indicates more frequent and/or more serious manifestations of the deficiencies mentioned in work graded at B- above.
F < 49	The student's work exhibits a basic lack of knowledge of the course material and/or contains numerous serious misunderstandings and confusions

¹ Adapted from guidelines provided produced by the Department of Integrated Studies in Education Suggested Grading Guidelines

Re-read policy: Students who are dissatisfied with their mark on an assignment should first speak with the instructor. If they are unable to come to an agreement, they may request a re-read. More details are available at:

<http://www.mcgill.ca/socialwork/students/advising/>

***** My Policies: Please take note*****

1. **Late Policy:** Late papers will not be accepted. There will be no makeup assignments or exams. Students with extenuating *and* documented circumstances should speak with the instructor to discuss assessment options.
2. **Email and communications.** The McGill University policies and procedures on e-mail communication with students will be followed;
<http://www.mcgill.ca/files/secretariat/E-mail-Communications-with-Students-Policy-on.pdf> . Specifically, E-mail is one of the official means of communication between McGill University and its students. As with all official University communications, it is the student's responsibility to ensure that time-critical e-mail is accessed, read, and acted upon in a timely fashion. If a student chooses to forward University e-mail to another e-mail mailbox, it is that student's responsibility to ensure that the alternate account is viable. Student announcements for SWRK 626 will be done through the course website (<http://swrk626.weebly.com>). Students should check the site regularly for announcements, changes in office hours, etc.
3. **Questions.** Students are expected to ask questions during class time. If more explanation is needed, students should request an appointment to see me.
4. **Email.** I check email during normal working hours and will almost always be able to respond within 48 hours. Please note that **substantive questions about course content will not be answered via email.**

Notes from McGill University

1. **Use of Electronic Devices in Classroom.** Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non academic reasons. This includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and should be set on silent before class begins. In the case of an emergency, please step out of the room to take a call.
2. **Academic Integrity.** McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary

Procedures (see www.mcgill.ca/students/srr/honest/ for more information).(approved by Senate on 29 January 2003)

3. **Language Rights.** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. (approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)
4. **Students with Disabilities.** If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the [Office for Students with Disabilities](#) at 514-398-6009 before you do this.
5. **Extraordinary Circumstances.** In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.
6. **Student Rights.** Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (The Handbook on Student Rights and Responsibilities is available [here](#)).
7. **Course Evaluations.** End-of-course [evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students."
8. **Copyright of course materials.** Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.