International Social Welfare & Justice
Monday/ Wednesday 2:00-3:15, Lalumiere #396

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Course Description:
This course provides a foundation for analyzing the challenges of addressing social welfare and justice internationally. Although several decades of social welfare policies and programs have helped improve individual and social lives, there has also been much disappointment. Critics of international and domestic policies and programs argue that the solutions are in fact causing a lot of the problems. The first part of this course examines these issues with a focus on global poverty and debate over how the aid industry can help and hurt in effort to, “make poverty history.” We begin with debate between economists Sachs and Easterly over whether more macro, top-down or more micro, bottom-up solutions are best. This then leads into examining the history and present development of the aid industry for international development, and comparison with the history and development of the U.S. welfare system. We next turn to international protection of human rights and social issues of child soldiers, sex trafficking, and the global food crisis. Students will choose final topics for class discussion during week seven. Potential topics include child welfare, environmental resources, war, violence against women, aging, and AIDS.

Required Books:
Sex at the Margins: Migrations, Labour Markets, and the Rescue Industry

Recommended: [assigned selections will be posted on D2L]
Course Learning Objectives

1. Learn the basic system of policy and social service intervention to address social welfare and justice issues internationally.

2. Evaluate current debate over why solutions can contribute to persistence of problems using the issue of international and domestic poverty as an example.

3. Compare the international system of aid, development and social justice with the U.S. domestic system of social welfare and civil rights.

4. Analyze the problems of international solutions in the current aid industry and U.S. system using an analytic framework of resources, politics, systems, and complicating factors.

Instructional Design

Instructional design includes lecture, assigned readings, in-class activities, video, and guest speakers. This class will be heavily discussion based, and discussion questions will be posted one week in advance on D2L. Pop quizzes on readings may be used as necessary and factored into final course grades. Students will each teach for 20 minutes of class about a social issue or solutions debate. Student teaching guidelines and scheduling will be posted on D2L and handed out on October 10th. Students will make individual appointments to prep for this assignment during the scheduled class time on November 5th.

Course Schedule & Assignments

Week One: August 27 & 29
Course Introduction & How to “Make Poverty History” According to Sachs
Assignments: Sachs, Chapter 1

Week Two: September 5 (no class September 3)
World Poverty According to Sachs Continued: Theories of Poverty & Solutions
Assignments: Sachs chapters 2-5, 8-10 [chapters 6 & 7 are recommended]

Week Three: September 10 & 12
Sachs Solution: the Millenium Development Goals & Critique
Assignment: Sachs chapters 11-18

Week Four: September 17 & 19
Easterly’s Argument for Searchers rather than Planners
Guest Lecture by David Bornstein on Social Entrepreneurship
Assignment: Easterly, pages 3-111 for September 17
posted on D2L: Dees article on social entrepreneurship for September 19

** Please Note: Class will be held on September 19th in Johnson Hall, #103

Week Five: September 24 & 26
Easterly Argument for What’s Wrong with “The System”
Assignment: Easterly, pages 165-340
Week Six: October 1 & 3
Aid Industry History and Overview
   Assignment: de Haan, chapters 1 & 2 [3 is recommended] for Oct 1; chapters 4-5,9 for Oct. 3

Week Seven October 8 & 10
U.S. Social Welfare System History and Comparison with International Aid & Development
   Assignment: Posted on D2L, Gilbert & Terrell, chapters 1 & 2
   Students select final topics for weeks 11-15 and schedule teaching for weeks 12-15.

Week Eight: October 15 & 17
Mid Term Exam on October 15 – focus on global & domestic poverty debate over solutions
   Assignment: Mid term exam October 15th, Easterly pages 341-384 for October 17th

Week Nine: October 22 & 24
International Protection of Human Rights & Case Example of Child Soldiers
   Assignment: posted on D2L: Mapp chapter 2 & CQ Researcher article on Child Soldiers

Week Ten: October 29 & 31
Sex Trafficking
   Assignment: Posted on D2L, Augustin, Chapters 1, 2 6

Week Eleven: November 5 & 7
November 5th--- sign up for individual appointment to discuss teaching topic – no class meeting
Global Food Crisis
   Assignment for November 7th: Posted on D2L, CQ Researcher article on, “The Global Food Crisis”

Week Twelve: November 12 & 14
Assignment: TBA

Week Thirteen: November 19 No class November 21
Assignment: TBA

Week Fourteen: November 26 & 28
Assignment: TBA

Week Fifteen: December 3 & 5
Assignment: TBA

Week Sixteen: Final Exam Wednesday, December 12th, 1-3 PM, Lalumiere #396

Assessment and Grading Methods:

Teach for a Day assignment: 15 points
Mid Term Exam: 40 points
Final Exam: 40 points
Class participation: 5 points
Grading Scale

94-100= A  
83-87= B  
73-77 = C  
60-67 = D  
88-93 = AB
78-82 = BC  
68-72 = CD  
Below 60 = F

Attendance Policy
Attendance is expected in class. Students are expected to come to class prepared and able to participate actively in class. Please email me if you will not be able to attend class, or to explain your absence if something unexpected happens. Please also contact a fellow student to find out what material was covered.

Laptop Policy
Laptops may be used during lectures only.

University Policy on Academic Dishonesty
You are expected to follow the Marquette policy on academic honesty and to know how academic dishonesty is defined (for example, see http://www.marquette.edu/mucentral/registrar/policy_honestydefinitions.shtml).
These policies are important for both giving credit to people’s work (including your own) and ensuring that students learn by doing their own work. When paraphrasing, quoting or referencing the course textbook for discussion post assignments, cite by identifying the correct page(s) at the end of the sentence, such as (page 341).

Accommodation
Please see me as soon as possible if you need accommodation, particularly for taking exams.