International Development: Critical Perspectives on Theory and Practice
Social Service Track- Draft Syllabus

COURSE DESIGNATOR MSID 4001
NUMBER OF CREDITS 4 credits
Language of Instruction English
Contact Hours 60 hours total
(20 common topics/40 track-specific)

COURSE DESCRIPTION
This track is a part of the larger MSID 4001 course. It is intended to introduce students to the design of social services in developing countries in general and Thailand in particular. The course focuses on the challenges of social service justice, therefore, political economy theory will be the key analytical tool for investigating social services and social welfare in the host country. The relevant policies and implementation of government organizations and non-government organizations, best practices, and people’s responses to such practices will provide an understanding of the politics of social services. Students will also meet and exchange ideas with development practitioners and social groups about their work and challenges, providing an opportunity for experiential learning and insights into the everyday challenges of development work.

INSTRUCTOR
TBD

COURSE OBJECTIVES
• To enhance analytical skills relevant to human security and social service issues at multiple levels
• To provide an understanding of the politics of social services in Thailand
• To encourage students to identify service needs of specific social groups, power relationship among relevant social groups, methods or strategies applied by each group to access social services, and develop recommendations for delivering social services.

METHODOLOGY
The course is delivered through in-class lectures and interactive discussions among students, guest lecturers, and course instructors. Student learning is also enhanced by visiting marginal social groups. The class sessions are designed to allow student participation based on reading assignments, sharing experiences with resource persons, such as a migrant laborers and community leaders, who are working on community welfare issues, and presentations.

COURSE PREREQUISITES
None

REQUIRED READING/MATERIALS


Ngamvithayapong-Yanai, Jintana; Winkvist, Anna; Luangiina, Sarmwai; Diwan, Vinod (2005) “‘If We Have to Die, We Just Die’: Challenges and Opportunities for Tuberculosis and HIV/AIDS Prevention and Care in Northern Thailand’, Qualitative Health Research, Vol. 15 No. 9, November: 1164-1179.


**GRADING**

<table>
<thead>
<tr>
<th>CRITERIA FOR GRADING AND GRADING STANDARDS</th>
<th>Grading Rubric</th>
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<tbody>
<tr>
<td>A 93+</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A- 90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B+ 87-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>B 83-86</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>B- 80-82</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>C+ 77-79</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>C 73-76</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>C- 70-72</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>D+ 67-69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>D 60-66</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>F &lt;59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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Summary of how grades are weighted:

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<tr>
<td>Class attendance</td>
<td>5%</td>
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<tr>
<td>Term paper</td>
<td>20%</td>
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<tr>
<td>End term examination</td>
<td>25%</td>
</tr>
<tr>
<td>Overall Grade</td>
<td>50%</td>
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50% of the grade will be determined by assessments done in the common topics section of this course.

Assessment Descriptions:

**Class participation**: Students actively participate in class by doing the readings before class, asking questions, contributing to discussions and participating in small group projects and presentations.

**Term paper**: Students choose a topic of interest and present an outline for their paper during the classroom phase before going to their internship/research site with the completed paper due during the final week of the semester. The case studies in the paper should be based on internship/research experiences. This assignment encourages student to link development theories and concepts with a topic of interest and compare social services challenges and development in Thailand with those of the student’s home country.

**Examination**: In the final week, students take a written examination to assess their understanding of the critical ideas of social services in Thailand and their ability to apply theoretical knowledge to concepts related to social services.

**CLASS SCHEDULE**

**WEEK 1-3**

- Orientation
- Common topics (20 hours)

**WEEK 4**

- Common topics (continued)
- Introduction to social service, social welfare, social work, and human security
- Political economy theory

**WEEK 5**

- The overview of social services and challenges in Thailand
- HIV/AIDS, older persons, and community welfare
- A case study of San Kampaeng District, Chiang Mai
### WEEK 6
Marginal groups’ problems and social service access
- A case study of non-citizenship ethnic groups
- A case study of homeless people in Chiang Mai

### WEEK 7
Youth rights and protection system development
- A case study of Chiang Mai Juvenile Detention House

### WEEK 8
- Wrap-up.
- Presentation of a topic of interest and outlines of term papers

### WEEK 15
- Term paper
- Final examination

### ATTENDANCE POLICY
Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

### UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**SCHOLASTIC DISHONESTY:**
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

**STUDENT CONDUCT**
The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.