



SCHOOL OF SOCIAL WORK

SWK 340 01W & 001 GLOBAL PERSPECTIVES IN HUMAN WELFARE

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OFFICE: Henderson 321
OFFICE HOURS: These office hours do not pertain to the online section: T 10-12; 1-2:30; W 10-12; 1-4; R 5:30-6
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COURSE DESCRIPTION

This course introduces students to concepts related to the global development of social work and the interdependence of nations. The course focuses on themes of world- wide connection and interaction among social workers as well as the reciprocity of professional technology and practice. In addition, there is concentration on the need to develop a more humane and multidimensional approach to social and economic problems around the world as well as develop a commitment and sensitivity to marginalized populations.

GOALS AND COMPETENCIES:

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

- 1.1 Apply critical thinking and effective communication (2.1.3)
- 1.2 Engage in research-informed practice and practice-informed research (2.1.6)
- 1.3 Apply knowledge of HBSE to practice (2.1.7)

- 1.4 Apply knowledge of policy to practice (2.1.8)
- 1.5 Apply change strategies with all levels of systems (2.1.10)

2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

- 2.1 Apply social work ethics & principles (2.1.2)
- 2.2 Engage diversity in practice (2.1.4)
- 2.3 Promote human rights and social and economic justice (2.1.5)

3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

- 3.1 Identify and respond as a professional social worker (2.1.1)
- 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

COURSE OBJECTIVES

Upon completion of the course, students will have attained the following competencies:

- A. Developed an understanding of the history of the development of international social work.
- B. Developed a global perspective and understanding of the human condition and human behavior in a global era.
- C. Applied knowledge of the interconnectedness of global dynamics within social work practice.
- D. Examined and understand the application of social work values and ethics in international situations.
- E. Understand and learn methods to influence global policy.
- F. Identified and applied informational tools for international social research.
- G. Learn global models for ethnic and diversity conflict and implications for populations at risk.
- H. Developed an understanding of global social and economic issues.

ASSESSMENT

The Social Privilege Measure (SPI) will be used as a pre and post-assessment tool to determine global learning outcomes. It will not be graded. The link to it is located under the assignment tab for week 1.

TEXTS

Required:

Healy, L. (2008). International social work: Professional action in an interdependent world. New York: Oxford University Press.

Quality Enhancement Plan (QEP) Committee:

www.facebook.com/TAMUCQEP

GRADING

Course Requirements: To successfully finish this course, students will be required to complete class assignments, required readings, discussions, and class activities. Weekly participation is essential to integration of course material.

WEIGHT OF EACH GRADED ASSIGNMENT

Country Paper	75
Aboriginal and Native American Exercise	50
Immigrant Interview	75
Unannounced Quizzes	50
Transformational Project	150
PowerPoint (25)	
Paper (100)	
Evaluation of Group Members' Performance (25)	
Online Discussions: (5@ 20 points each)	100
Total points:	500

450 – 500 A

400 – 449 B

350 – 399 C

300 – 349 D

Below 300 F

OVERVIEW OF ASSIGNMENTS: (Subject to Change)

1. Country Search (Due Sept 26 Online and Sept 23 Commerce)

Explore the Internet (and other sources) to discover information about a specific country, assigned to you by the professor. The outline for writing this paper is located under the Home tab, and your assigned country will be in the same location. Suggested length is 5 pages, double-spaced, 12 point font with one inch margins, and headings. The headings will come from the outline. Papers without headings will NOT be graded. Remember any information you use from any source, even if you put it in your own words, *must be cited* using APA style.

If you use a direct quote, check APA for the proper method of citing quotes of various lengths. You will also need a cover page and a reference page, but they will not count as part of the suggested 5 page length. Due dates are September 23 at beginning of class for Commerce section and September 26 by 5:00 p.m. via the Drop Box for September 26 (online section). If the paper is not submitted via this Drop Box there will be a penalty of 25 points. One-fourth of the grade for this assignment will be determined by the correct use of APA, sentence structure, grammar, and spelling. **No late papers will be accepted, resulting in a grade of zero.** (75 points)

2. Aboriginal and Native American Worksheet (Due October 17 online and October 14 Commerce)

Read the article found under the Assignment link for October 13. Then click on the worksheet and answer the questions related to this article. Due dates for Commerce is October 14 at the beginning of class and for online section is October 17 by 5:00 p.m. via the Drop Box for October 17. If the paper is not submitted via this Drop Box there will be a penalty of 15 points. **No late papers will be accepted and a grade of zero will be recorded.** (50 points)

3. Interview (Due November 7 online and November 4 Commerce)

Students will interview a first generation immigrant and write a paper (5 to 6 pages, double spaced, 12pt. font, 1 inch margins) that relates information concerning the immigrant's **country of origin**, the **decision to immigrate**, and the **process of immigration**. The paper should also include a **contrast between socio-economic factors** affecting the individual's life both in their country of origin and in the United States. A cover page and a reference page must be included, but they do not count toward the 5 to 6 page limit. **Headings must be used or the paper will not be graded.** Include a **brief** Introduction. The other headings should conform to the items in bold below. You will have a total of five headings. As with your country paper, APA style must be used in the writing of this paper. **It is your responsibility to find a first generation immigrant to**

interview; the professor does not have a list of such people. Due dates are November 4 at the beginning of class for Commerce section and November 7 at 5:00 p.m. via the Drop Box for November 7. If the paper is not submitted via this Drop Box there will be a penalty of 25 points. **No late papers will be accepted, and a grade of zero will be recorded.** (75 points)

The outline to be used in writing this paper appears below:

1. **Brief** introduction (no heading needed)
2. **Country of origin**—write about what his/her/their country or origin was like; use demographic information
3. **Decision to immigrate**—describe how he/she/they decided to immigrate to the United States
4. **Process of immigration**—describe what the process of immigration was like
5. **Contrast between socio-economic factors** in country of origin and United States—compare and contrast various socio-economic factors
6. Brief **summary**

The items in **bold** above are to serve as your headings for the paper. The paper will not be graded if headings are not used.

4. Group Project and Presentation: Transformational Human Needs Developmental Project (Due November 21 online and November 18 Commerce)

Information regarding Transformational Projects will be provided by the Professor. Working in groups, students will research a specific need of a people group and develop a “transformational human needs developmental project” which could be applied as a means of social work intervention on the mezzo or macro level. Each group must prepare a paper following the outline provided by the Professor. The paper must use one inch margins, 12 point font, page numbers, and be double spaced. **Headings must be used or the paper will not be graded.** The paper should be less than 10 pages, and a cover page (which does not count toward the page total) must be used. Keep in mind the importance of using APA style in writing the paper and in providing proper documentation of information in the paper that you have taken from other sources, even if you have put it in your own words. You must also include a Reference Page. The groups will develop a creative PowerPoint or Prezi presentation for other class members to view. Grades will be based upon the written paper, the presentation, and other group members’ evaluation of your work on the presentation and paper. One paper will be given to the professor, rather than each student writing a paper. It is expected that all students will put equal time into the preparation of the paper. Papers and PowerPoints/Prezi must be

submitted on November 18 at the beginning of class for the Commerce section and by 5:00 p.m. on November 21 via the Drop Box for November 21. If these items are not submitted in the correct Drop Box there will be a penalty of 25 points. **No late papers will be accepted.** (125 points)

5. Unannounced Quizzes

Six short **unannounced** quizzes will be given at various times during the semester. The quizzes will have 10 multiple choice questions, true or false, and/or matching. Quizzes must be taken when given, and **there will be no makeup quizzes.** Only the 5 highest grades will be counted, and the lowest grade will be dropped. Each quiz will cover the assigned reading for the week in which the quiz is given. A timer for eCollege will be set for 15 minutes, and if you have not finished the quiz in 15 minutes you will not be allowed to do any further work. You are on an honor system that you will not use any notes, your textbook, or work with another student. Any violation of this policy will result in serious repercussions, including expulsion from the class. You cannot exit a quiz once you have begun it and then return to finish the quiz. You will know you have a quiz by opening the quiz tab for a specific week. All quizzes must be completed by 5:00 p.m. on Friday of that week. (5 x 10 = 50 points)

6. Discussions

Throughout the course you will be required to participate in various discussions. You must post your own thoughts and ideas under the appropriate discussion tab and then respond to the comments of one other student. Postings will follow the same format each time. You will make your initial posting between 12:00 a.m. on Monday and 11:59 p.m. on Wednesday. Then between 12:00 a.m. on Thursday and 11:59 on Saturday you must respond to one of your classmate's postings. If you are late making your initial posting or fail to make a post you will not receive these points. (5 x 20 = 100 points).

7. Extra Credit

Voting is an important right that we have as Americans. Voting is also a way that social workers can engage in advocacy. There is an important election in November. You can earn extra points by providing me with a copy of your voter registration card or some other proof that you are registered to vote. You must bring me a copy of your document on November 28 if you are in the Commerce section or if in the online section email me your copy by 5:00 p.m. on October 31. You will receive 20 points added to your final point total before your grade is averaged. If you are

unable to register to vote for some reason then I'm sorry that you will not be eligible to earn the points.

PLEASE NOTE THE FOLLOWING POLICIES:

1. No assignments may be rewritten once they have been graded.
2. Do not ask for individual extra credit. The professor will decide if extra credit will be offered to the **entire** class.
3. The professor does not read assignments and provide feedback before they are due.
4. One-fourth of the grade for all written assignments will be based upon the correct use of the latest edition of the American Psychological Association (APA) style manual for citations and references, as well as the correct use of grammar, spelling, sentence structure, etc.
5. You must provide correct citations within the body of each paper **when you use any information that you have taken from any source, even if you put the information in your own words.** Then each of the references used in the body of the paper must appear on the reference page, in APA style, at the end of the paper. Failure to cite information taken from other sources may result in a grade of zero on the paper.
6. If you have any problems with eCollege **contact the Help Desk. Do not contact the professor for help** since he does not have technical knowledge of eCollege.
7. All assignments are due by 5:00 p.m. (unless otherwise noted) on the date due via the Drop Box related to the due date. Any assignment that fails to meet the time deadline will not be graded, and a grade of zero will be recorded.

CLASS ATTENDANCE AND PARTICIPATION

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs. Failing to post on time equals ½ absence. Failure to respond to another student equals ½ absence. Failing to post and respond equals 1 full absence.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES: All assignments must be turned in on time. No late assignments will be accepted.

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
 Gee Library- Room 132
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

COURSE SCHEDULE (To be adjusted as needed.)

Week of 8/25	*Read Syllabus from Start to Finish: Go to Discussion for this week; ask any questions by 11:59 p.m. on 9/01 * Complete Social Privilege Measure by 11:59 p.m. on Saturday, August 30 and return to me via the dropbox for this week.	Intro to & Overview of Class Social Privilege Measure The Social Privilege Measure can be found Under the list of items under Course Home. Click on Measure to find it.
Week of 9/01	Read Chapter 1 in Textbook PowerPoint	International Social Work: Why Is It Important and What Is It?
Week of 9/08	*Read pg. 160 in Text * Transformational Human Needs Developmental Project *Video: <i>Beatrice's Goat</i> PowerPoint	Influence of Culture in Social Work Practice: Strengthening Global Perspectives
Week of 9/15	Read Chapter 5 in Textbook	International Social Welfare Organizations
Week of 9/22	<i>PowerPoint: World Religions</i>	World Religions Country Paper Due on 9/26 by 5:00
Week of 9/29	Read Chapter 4 in Textbook <i>PowerPoint: Global Agenda</i>	Global Social Issues
Week of 10/06	PowerPoint Read Chapter 9 in Textbook Video: <i>It's Beautiful—Behind the Scenes (YT)</i>	If the World Were a Village Border Issues
Week of 10/13	Article and worksheet online	Indigenous Peoples of Australia, New Zealand, and North America Worksheet due 10/14 for Commerce section and 10/17 for

		Online section
Week of 10/20	Read Chapters 12 & 14 in Text Other handouts *Video: The worst job on earth: the Bhangis of India PowerPoint Who are the poor?	Who are the Poor?
Week of 10/27	Read Chapter 8 in Text Handout	AIDS Around the Globe
Week of 11/03	Handouts	Human Trafficking <i>Immigrant Paper Due on 11/04 for Commerce Section and 11/07 for Online</i>
Week of 11/10	Handouts PowerPoint	Elderly & Global Issues
Week of 11/17	PowerPoints	Student Presentations Commerce section due on 11/18 and Online due on 11/21
Week of 11/24	PowerPoints	Student Presentations
Week of 12/01	PowerPoints	Student Presentations