



SCHOOL OF SOCIAL WORK

SWK 340 01W GLOBAL PERSPECTIVES IN HUMAN WELFARE

PROFESSOR: Lon B. Johnston, Ph.D., LCSW
OFFICE: Henderson 321
OFFICE HOURS: These office hours do not pertain to the online section: M 10-12; 1-2; T 10:30 -12; 1 - 3; R 10 - 12; 1 - 2
OFFICE PHONE: 5879
E-MAIL: Lon.Johnston@tamuc.edu (preferred means of communication)

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 change 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.

Nondiscrimination Notice: Texas A&M - Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expectation will be maintained.

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.

RELATIONSHIP TO OTHER COURSES

This course, Global Issues of Social Welfare, is built upon knowledge you have gained in previous social work courses such as Practice with Individuals, Small Groups, and the macro community. The focus will be upon intervention at all levels of systems, especially macro systems.

TEXTS

Required:

Mapp, S.C. (2014) *Human rights and social justice in a global perspective: An introduction to International Social Work*. 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 PowerPoint (25)	150

Paper (100)	
Evaluation of Group Members' Performance (25)	
Online Discussions: (5@ 20 points each)	100

Total points:	500
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450 – 500	A
400 – 449	B
350 – 399	C
300 – 349	D
Below 300	F

OVERVIEW OF ASSIGNMENTS: (Subject to Change)

1. Country Search

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. You will have learned proper use of APA in previous social work classes. Do not cut material from a website or any other source and then paste into your paper, unless you are treating this as a direct quote, and then you must format the quote properly and cite it according to APA rules for 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 date is Monday, September 28 at 9:00 a.m. via the Drop Box for September 28. If the paper is not submitted via this Drop Box it will receive a grade of zero. 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; please do not ask for an exception.** (75 points)

Overall Competency Level Achieved for the Country Paper									
<p align="center">COMPETENCY 2.1.3</p> <p align="center">Promote human rights and social and economic justice.</p>									
<p align="center">PRACTICE BEHAVIOR</p> <p>5.2 Recognizes the global interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights</p>					<p align="center">PRACTICE BEHAVIOR</p> <p>5.3. Understands the forms and mechanisms of oppression and discrimination</p>				
<i>F</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>F</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
1	2	3	4	5	1	2	3	4	5
<i>Did not meet</i>	<i>Met minimal</i>	<i>Met All Expectatio</i>	<i>Exceed Expectatio</i>	<i>Achieved Excellence</i>	<i>Did not meet</i>	<i>Met Minimal</i>	<i>Met All Expectatio</i>	<i>Exceeded Expectatio</i>	<i>Achieved Excellence</i>

2. Aboriginal and Native American Worksheet

Read the article found under the Assignment link for October 12. Then click on the Discussion Guide and respond to the questions related to this article. Responses must be written as complete sentences, using correct spelling and grammar and which will count 25% of the overall grade. Answers containing one or two sentence responses are inadequate. You are expected to use critical thinking skills in order to provide full, complete, and thoughtful responses. You will not need to use APA style for this assignment. Due date is Monday, October 19 by 9:00 a.m. via the Drop Box for this date. If the paper is not submitted via this Drop Box a grade of zero will be given. **No late papers will be accepted and a grade of zero will be recorded. Do not ask for an exception.** (50 points)

Overall Competency Levels Achieved for Indigenous Peoples Paper
<p>COMPETENCY 1</p> <p>Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills.</p>

PRACTICE BEHAVIOR 1.1 Apply critical thinking and effective communication					PRACTICE BEHAVIORS 1.3 Apply knowledge of HBSE to practice 1.4 Apply knowledge of policy to practice				
<i>F</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>F</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
1	2	3	4	5	1	2	3	4	5
<i>Did not meet</i>	<i>Met minimal</i>	<i>Met All Expectatio</i>	<i>Exceed Expectatio</i>	<i>Achieved Excellence</i>	<i>Did not meet</i>	<i>Met Minimal</i>	<i>Met All Expectatio</i>	<i>Exceeded Expectatio</i>	<i>Achieved Excellence</i>

3. First Generation Immigrant Interview

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.** Due date is November 9 at 9:00 a.m. via the Drop Box for November 9. If the paper is not submitted via this Drop Box it will receive a grade of zero. **No late papers will be accepted, and a grade of zero will be recorded. Do not ask for an exception.**

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.

Overall Competency Levels Achieved for Immigrant Interview Paper									
COMPETENCY 3									
Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence.									
<u>PRACTICE BEHAVIOR</u>					<u>PRACTICE BEHAVIORS</u>				
1.1 Apply critical thinking and effective communication					1.3 Apply knowledge of HBSE to practice				
1.4 Apply knowledge of policy to practice									
<i>F</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>F</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Did not meet</i>	<i>Met minimal</i>	<i>Met All Expectatio</i>	<i>Exceed Expectatio</i>	<i>Achieved Excellence</i>	<i>Did not meet</i>	<i>Met Minimal</i>	<i>Met All Expectatio</i>	<i>Exceeded Expectatio</i>	<i>Achieved Excellence</i>

This course has been selected as a Global Course – tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and (LO3) view themselves as engaged citizens within an interconnected and diverse world. This course will provide activities, experiences, and opportunities to reach all of the QEP learning outcomes. The Immigrant Interview paper in this course will be utilized to assess the QEP student learning outcomes for each student. Students are ***required*** to set up an ePortfolio in the ManeSync, and then to upload a copy of their project to this ePortfolio. The upload to the ePortfolio is also due on November 9 at 9:00 a.m. No late papers will be accepted. **DO NOT PANIC**

ABOUT HAVING TWO PAPERS DUE ON THE SAME DAY. THEY ARE THE SAME PAPERS BEING UPLOADED IN TWO DIFFERENT PLACES.

Instructions for the use of ePortfolio can be found by following this link: www.facebook.com/TAMUCQEP (75 Points)

4. Group Project and Presentation: Transformational Human Needs Developmental Project

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 23 at 9:00 a.m. via the Drop Box for November 23. 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)

Some examples of Transformational Human Needs Development Projects:
(Note: Please use these simply as examples. **DO NOT COPY THIS IDEA AND USE AS YOUR OWN!**)

1. This paper will present the initiative to provide educational work books to students in West Africa who have been affected by the Ebola epidemic so they too have opportunity gain knowledge and not fall behind.
2. A mentorship program may help to meet the needs of children in Zimbabwe and create opportunities for the children to connect with people and become equipped to succeed in life.
3. To provide children in Zimbabwe an opportunity to ride a bicycle to and from school in a time efficient and safe manner.

Examples of PowerPoint/Prezi presentations can be found on eCollege under the week of 9/14. Again, do not copy these and use as your own!

Overall Competency Levels Achieved for Transformational Project									
<p align="center">COMPETENCY 1</p> <p align="center">Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills.</p>									
<p align="center">PRACTICE BEHAVIOR</p> <p>1.2 Engage in research-informed practice and practice-informed research</p>					<p align="center">PRACTICE BEHAVIORS</p> <p>1.4 Apply knowledge of policy to practice</p>				
<i>F</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>F</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
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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 be 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). Do not tell other students in your class about the quiz and what information was asked. Doing so only helps other students and diminishes your own work. Similarly, do not tell students in the other two sections about the quiz. Do not even share that you’ve had a quiz. No need to alert others so they have more time to study!

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). **Note: Make your initial posting before you respond to another student's posting.**

7. Extra Credit

There is no extra credit for this course. However, that could change as the professor becomes aware of events on campus and the larger community for which extra credit could be given for attendance. You will be alerted to these by the professor.

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 9:00 a.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. Further, any assignment not submitted in the correct Drop Box will receive the grade of zero. Please be respectful of this

policy; the professor does not have time to look for assignments in other places.

8. Other policies:

All written assignments must demonstrate acceptable writing style according to the American Psychological Association (APA), including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation.

Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor's responsibility. At the discretion of the instructor, you may be required to submit written assignments via "turn-it in", a program utilized to determine instances of plagiarism.

- Any error in APA reference or citation format from the 7th edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn's book, the parents' child)
- Any contractions (e.g., I'm, can't, won't), except in direct quotes from another source)
- Lack of neatness (e.g., hand written corrections, uneven indentions)
- Papers that are not typewritten
- Use of a size other than #12 fonts
- Lines not double spaced
- Margins that are less than or wider than 1 inch
- Failure to indent the first line of a paragraph
- Incoherent sentences

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.

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The School of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact:

Texas A&M – Commerce
Gee Library- Room 132
Phone (903)-886-5150 or (903)-886-5835
Fax (903)-468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

COURSE SCHEDULE (To be adjusted as needed.)

Week of 8/31	Read Syllabus from Start to Finish: Go to Discussion for this week; ask any questions about the syllabus by 9:00 a.m. on Saturday, September 5. Do not email the professor with questions! Complete Social Privilege Measure by 9:00 a. m. on Saturday, September 5 and return to the dropbox for this week (8/31).	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 9/07	Read Chapter 1 in Textbook PowerPoint	International Social Development International Social Work: Why Is It Important and What Is It?
Week of 9/14	Read handout under Assignment Tab for 9/14 Transformational Human Needs Developmental Project <i>Video: Beatrice's Goat</i> PowerPoint	Influence of Culture in Social Work Practice: Strengthening Global Perspectives NGOs
Week of 9/21	Read Chapter 2 in Textbook	International Social Welfare Organizations Human Rights
Week of 9/28	<i>PowerPoint: World Religions</i>	World Religions Country Paper Due on 9/26 by 5:00
Week of 10/05	Read Chapters 3 and 4 in Textbook <i>PowerPoint: Global Agenda</i>	Global Social Issues Human Trafficking International Child Welfare
Week of 10/12	PowerPoint Read Handout under Assignment tab for 10/13 <i>Video: It's Beautiful—Behind the Scenes (YT)</i>	If the World Were a Village Border Issues
Week of	Read article and worksheet online under assignment tab	Indigenous Peoples of Australia, New Zealand, and North America

10/19	for 10/20	Worksheet due 10/20, at 9:00 a.m.
Week of 10/26	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 11/02	Read Chapters 5 & 6 in Text Handout	War and Conflict AIDS Around the Globe
Week of 11/09	Read Chapter 7 in Textbook	Issues Particular Affecting Women <i>Immigrant Paper Due 11/09 at 9:00 a.m. via Dropbox for week</i>
Week of 11/16	Read Chapters 8 & 9 in Text PowerPoint	Social Work and the Physical Environment A Call to Action
Week of 11/23	PowerPoints	Student Presentations Due on Monday, 11/23, at 9:00 a.m.
Week of 12/01	PowerPoints	Student Presentations
Week of 12/08	PowerPoints	Student Presentations