School of Social Work

SWK 340: GLOBAL PERSPECTIVES OF HUMAN WELFARE
Section: 01W (Online)
Spring 2019 SCHEDULE

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Office Hours (Before class or By Appointment)

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Overview of Course

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.

Further, 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 Transformational Human Needs Developmental Project in this course will be utilized to assess the QEP student learning outcomes for each student. Students are responsible to upload a copy of the project to their ePortfolio in ManeSync.

COURSE OBJECTIVE(S):

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

1. Be prepared for an interconnected global world within social work practice.
2. Developed an understanding of the history of the development of international social work.
3. Applied knowledge of the interconnectedness of global dynamics within social work practice.
4. Examined and understand the application of social work values and ethics in international situations.
5. Understand and learn methods to influence global policy.
6. Identified and applied informational tools for international social research.
7. Learn global models for ethnic and diversity conflict and implications for populations at risk.
8. Developed an understanding of global social and economic issues.
9. View themselves as engaged citizens within an interconnected and diverse world.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.

2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice

4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the ten competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies.

Course content and assessment reflect the following practice behaviors:

- 2.1.1.4 Attends to professional roles and boundaries.

- 2.1.4.1 Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- 2.1.4.2 Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 2.1.4.3 Recognizes and communicates her or his understandings of the importance of difference in shaping life experiences
- 2.1.4.4 View herself or himself as a learner and engages those he or she works with as informants

Course Structure

Texts and Associated Materials

Required Texts:

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

Overview of Course Assignments

Country Paper (100 points).

You will first be assigned a country from your instructor. Explore the Internet (and other sources) to discover information about your specific country assigned to you. Your assigned country will be listed under Course Home and in Doc Sharing under the heading "Country" in Doc Sharing+ and titled "Country Assignments" under Course Home. The outline for writing this paper will be available in Doc Sharing under "Country Paper" as well. Suggested length is 4-5 pages. You are expected to follow APA guidelines when writing this paper including; 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 guidelines. See APA manual 6th ed.

You must also include a cover page and a reference page, not included as your 4-5 pages. The Country paper is due as indicated in the course schedule in Doc Sharing

and under course home titled "Course Schedule". Please make sure you place the paper in the drop box with the corresponding name. No late papers will be accepted.

Aboriginal and Native American Worksheet (50 points)

Read the link located in Week _____ under "Lecture". Then click on the link to the Aboriginal and Native American Worksheet located in Doc Sharing under "Aboriginal and Native American." You will need to answer the questions on the worksheet related to this article. This assignment is due in the Drop Box with the corresponding name by the due date indicated on the Course Schedule.   No late papers will be accepted.

FIRST GENERATION IMMIGRANT Interview (100 points)

Students will interview a first generation immigrant and write a paper (4-5 pages in length), following APA guidelines including double spaced, 12pt. font, and one inch margins. This interview/paper will contain information that relates to 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 do not count toward your 4-5 pages. Headings listed below must be used or the paper will not be graded. Include a brief Introduction, and then use the remaining five headings.

As with your country paper, APA guidelines must be used in writing this paper. It is your responsibility to find a first generation immigrant to interview; the instructor does not have a list of such people.

This assignment is due in the drop box with the corresponding name by the date indicated on the Course Schedule.

No late papers will be accepted.

Outline for First Generation Immigrant Interview

Brief introduction (no heading needed)

Country of origin — write about what his/her/their country or origin was like; use demographic information

Decision to immigrate—describe how he/she/they decided to immigrate to the United States

Process of immigration—describe what the process of immigration was like

Contrast between socio-economic factors in country of origin and United States—compare and contrast various socio-economic factors

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.

Group Project and Presentation:

Transformational Human Needs Developmental Project

(150 points)

Information regarding Transformational Projects is located in Doc Sharing under "Transformational Project. Working in assigned 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 located in Doc Sharing under Transformational Project and titled "Outline."

The paper must follow APA guidelines including; 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 6-8 pages, including a cover page and reference page. Keep in mind the importance of using APA style in writing the paper and in providing proper citations. Each group will develop a creative PowerPoint or Prezi presentation for other class members to view and place in the drop box named "Power Point for Transformational Project" by the deadline indicated on the Course Schedule. Students will also be expected to upload the presentation to Doc Sharing under Transformational Project "Power Point." Grades will be based on the written paper, the presentation, and other group members' evaluation of your work on the presentation and paper. Only one paper will be submitted with all group members' names on the cover page. The paper will be placed in the Drop Box with the corresponding name by the due date indicated on the Course Schedule. The group will also upload the paper to Doc Sharing under the title Transformational Project "Paper." It is expected that all students will put equal time into the preparation of the paper. No late papers or presentations will be accepted.

Quizzes (50 points)

Six short quizzes will be given at various times during the semester. The quizzes will have 10 multiple choice questions, true or false, and/or matching. Only the top 5 quiz grades will be entered into the grade book. Quizzes will be unannounced. Each quiz will

cover the assigned reading for the week in which the quiz is given. Students will have 15 minutes to take the quiz, beginning when class starts. Any student that is late will only have the remaining time to take the quiz as long as the first 15 minutes of class has not passed. There are No Make-up quizzes.

Discussions (50 points)

Throughout the course students will be required to participate in various discussions online. You must post your own thoughts and ideas under the appropriate discussion tab and then respond to the post of one of your peers. Students are expected to apply critical thinking when responding. Each discussion will open on Monday at 12:00 am of the week the discussion is posted and will close on Saturday at 11:59 pm. See the Course Schedule for scheduled Discussion weeks.

Discussions/Postings will follow the same format each time and are as follows:

Students must post to the discussion prompt by Wednesday at 11:59 pm. during the week of the Discussion. Responses to the prompt will need to be 8-10 sentences in length. Then students must respond to ONE of their peers between Thursday and Saturday by 11:59 pm. The responses to a peer will need to be 3-5 sentences in length. Any deviation from these guidelines will result in a zero for the discussion. This is an "All of Nothing" assignment, meaning if you miss any part of posting within the guidelines, you will not receive credit for the discussion.

Grading Scale

Course Requirements: To successfully complete 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	100
Aboriginal and Native American Exercise	50
Immigrant Interview	100
Unannounced Quizzes	50
Transformational Project	150
Discussions (5 at 10 points each)	50
Total points:	500

450 – 500   A

400 – 449   B

350 – 399   C

300 – 349   D

Below 300 F

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

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 162
Phone (903) 886-5150 or (903) 886-5853
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

➢ Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness

➢ Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

➢ Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.

➢ A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.

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

Weekly **(class meets** **1X week)**	Up to 2 absences: No Penalty	3 absences: 1 letter grade drop	4 absences: Class grade of "F"	
Bi-Weekly *(class meets* *2X week)*	*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-	*Up t o 1*	*2 Absences: 1*	*3 absences: Class grade of "F"*	

week	absence: No Penalty	Letter grade drop

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

University Code of Conduct *located in the Student Guide Book at*
http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf (pp 34- 66). On the University Website under Campus Life Documents
To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct
 "Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook

p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates*

generally accepted standards of academic honesty is academic dishonesty.

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using

supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system

requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty,

students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Bibliography

Course Schedule

Week	Reading(s)	Assignment/Activities
1 1/14-20	Intro to & Overview of Class	Read entire syllabus Locate your country assignment via eccollege. Go to Discussion for this week; ask any questions about the syllabus by 11:59 pm 1/21. Do not email the professor with questions! **Complete Social Privilege Measure Pre-Test by Sunday 11:59pm on 1/20.**
2 1/21-27	International Social Work: What is It? Why Is It important?	Read Ch. 1 Read PowerPoint Complete Discussion
3 1/28-2/3	Influence of Culture in Social Work Practice: Strengthening Global Perspectives	Read pg. 160 in Text Read Journal Article Read Powerpoint ***Transformational Human Needs**

		Developmental Project Groups needs to be formed by this week
4 2/4-10	International Social Welfare Organizations Human Rights	Watch Videos (goats for Peace and TOMS & the future of the One for One Movement (transcripts available below videos) Read Chapter 2 in Textbook Read Transformational Information from UNDP
5 2/11-17	World Religions	**Read PowerPoint: World Religions** **Country Paper Due 2/17by 11:59pm**
6 2/18 -24	Global Social Issues Human Trafficking International Child Welfare	Read Chapters 3 and 4 in Textbook PowerPoint: Global Agenda ***Transformational Human Needs Developmental Project Approval Required by this week** **Quiz**
7 2/25-3/3	If the World Were a Village Border Issues	PowerPoint Read handout under Assignment Tab for this week
8 3/4-10	Indigenous Peoples of Australia, New Zealand, and North America	Read Article: Indigenous Peoples of Australia, New Zealand, & North America Complete worksheet found in this week's assignment folder **Worksheet due via Drop Box by 11:59 pm**

		on 3/10
9 3/11-17	Who are the Poor?	Read Powerpoint (Who's Poor? Poverty & Deprivation in Local and Global Contexts) Quiz World's Poorest Jobs Quiz (1 page minimum) **Due by 3/17 by 11:59pm**
3/18-22	**Spring Break**	**Enjoy!**
10 3/25-31	War and Conflict AIDS Around the Globe	Read Chapters 5 & 6 in Text Read newspaper article **Complete quizzes on war and aids on 3/31 by 11:59pm**.
11 4/1-7	Issues Particularly Affecting Women	Read Chapter 7 in Text Textbook PowerPoint **Immigrant Paper Due 4/7 by 11:59pm**
12 4/8-14	Social Work and the Physical Environment A Call to Action	Read Chapters 8 & 9 in Text PowerPoint **Complete quiz by 4/14 by 11:59pm.**
13 4/15-21	Discussion: Race, Ethnicity and Immigration Text, Ch. 12, Wrap-up and Review for Final	**Transformational Project papers and Powerpoint Presentation** **Due via Drop Box by 11:59pm on 4/21**
14		**Student Presentations Feedback Due via**

4/22-28		**dropbox by 11:59 pm 4/28**
15 4/29-5/5		**Discussion**
16 5/6-10		**Social Privilege Measure Post-Test completed and uploaded into dropbox by 11:59 pm 5/6**