



A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

SWK. 340 Global Perspectives

Fall 2022

INSTRUCTOR INFORMATION

Instructor: Ahfiya Howard
Office Location: Henderson 322
Office Hours:
Office Phone:
Office Fax:
University Email Address: Ahfiya.Howard@tamuc.edu
Preferred Form of Communication:
Communication Response Time:

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Mapp, S. C. (2021). Human rights and social justice in a global perspective: An introduction to international social work. New York: Oxford University Press.

American Psychological Association (2019) (7th Ed.). *Publication manual of*

the American Psychological Association. Author.

Software Required: **NONE**

Optional Texts and/or Materials: **NONE**

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 worldwide 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 is 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.

Relationship to Other Courses:

This course provides the content and experiential activities that allow students to explore the global aspect of social work through the micro, mezzo, and macro lens. Students are able to apply the generalist practice knowledge and skills to humanitarian needs around the 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

Student Learning Outcomes

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

Competency 2: Engage in Diversity in Practice and Difference in Practice

- Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels as demonstrated in **the graded discussions, assignments, and activities in the course (Values, Skills, Knowledge),**
- Students will present themselves as learners and engage clients and constituencies as experts of their own experiences **through the successful completion of the interview with a first generation immigrant. (Skills, Knowledge, Values, Cognitive and Affective processes)**
- Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies as demonstrated **by the successful completion of the Aboriginal and Native American assignment (Cognitive and Affective Processes, Knowledge and Values) and through the successful completion of the interview with a first generation immigrant. (Skills, Knowledge, Values, Cognitive and Affective processes)**

Competency 3: Advance Human Rights, Social, Economic, and Environmental Justice

- Students will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels as demonstrated through **the successful achievement on quizzes throughout the course (Knowledge), by the successful completion of the Aboriginal and Native American assignment (Cognitive and Affective Processes, Knowledge), and by the successful completion of the sustainable Transformational Project assignment. (Knowledge, Skills)**

- Students will engage in practices that advance social, economic, and environmental justice as evidenced **by the successful completion of the sustainable Transformational Project assignment.** (Knowledge, Skills)

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, If you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.

3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Evaluation for course grades are according to the following formula:

Aboriginal and Native American Exercise	50
Immigrant Interview	100
Quizzes	50
Transformational Project	150

Discussions/Activities/Assignments (5 at 10 points each)	50
Total points:	400

Assessments

DUE DATES:

All Assignments are due in D2L by the due date.

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times not meeting deadlines can result in having an adverse effect on your clients' lives. It can also result in termination in employment. The School of Social Work feel it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful not only in this course, but also in the practice setting.

Thank you for understanding and your willingness to take the first step toward your own success.

There will be NO MAKE-UP exams offered. You will need to take the exam by the due date in D2L.

Aboriginal and Native American Worksheet (50 points) Please 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 D2L with the corresponding name by the due date indicated on the Course Schedule. No late papers will 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. This assignment is due in D2L with the corresponding name by the date indicated on the Course Schedule. No late papers 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 Project (150 points)

Information regarding Transformational Projects is located in “Documents” under “Transformational Project in the course shell. 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. There must be a cover page, and reference page. The paper should be 6-8 pages, including a cover page and reference page as well as in-text citations. Keep in mind the importance of using APA style in writing the paper and in providing proper citations. Each group will develop a creative presentation for other class members and will present this presentation during the predetermined zoom times. Students will also need to upload their presentation and paper to D2L. Each member of a group will submit the paper in D2L in order to assist with grading. Upload the paper in the D2L folder with the corresponding name by the due date indicated in the course shell.

Expectation is that all students will put equal time into the preparation of the paper. In order to ensure that all group members participate, each group member will be evaluate their fellow group members based on effort and participation in the paper and presentation. This evaluation will be factor into the grade for the assignments. No late papers or presentations accepted.

Quizzes (50 points)

Students will participate in six short quizzes at various times during the semester. The quizzes will have M/C, T/F, and matching. Each quiz will cover the assigned reading for the week in which the quiz is given. The quiz will be open all week during the assigned week, and students will have extended time to complete the quiz once it is open. There are No Make-up quizzes.

Assignments/Discussions/Activities (50 points)

Throughout the course, students will be required to participate in various discussions, small assignments or activities online. For discussions, 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 need to apply critical thinking when responding. Each discussion will be open when the course opens. However, you will need to respond to the prompt by 11:30 pm on Thursday of the discussion and THEN to ONE peer between on or before Sunday by 11:30 pm of the same week.

Discussions/Postings will follow the same format each time and are as follows: Students must post to the discussion prompt by Thursday at 11:30 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 on or before Sunday by 11:30 pm of the same week. By waiting to respond to peers until AFTER everyone posts, ensures that students have read what their peers have written. The responses to a peer will need to be 3-5 sentences in length.

See the Course Schedule for scheduled Discussion/Assessments/Assignment weeks.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. Instructor will respond to email queries within two business days.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. Instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

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

Nondiscrimination Notice

Texas A&M University-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 expression will be maintained.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

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School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

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*.

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>

University Code of Conduct *located in the Student Guidebook 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

Appendix (Rubrics)

Outline/Rubric for First Generation Immigrant Interview (100 pts)

Brief introduction (no heading needed) (3)
Country of origin—write about what his/her/their country or origin was like; use demographic information (20)
Decision to immigrate—describe how he/she/they decided to immigrate to the United States (10)
Process of immigration—describe what the process of immigration was like (15)
Contrast between socio-economic factors in country of origin and United States—compare and contrast various socio-economic factors (30)
Brief summary (5)
APA and appropriate resources- 7
Grammar, clarity and organization- 10
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. Be sure to use APA style to document any information not received from the immigrant(s).
Brief introduction (3)
Country of origin— (20)

Decision to immigrate—(10)
Process of immigration— (15)
Contrast between socio-economic factors (30)
Brief summary (5)
APA and appropriate resources- 7
Grammar, clarity and organization- 10

Transformational Human Needs Project Rubric (150 points)

- I. Brief introduction to the project (5)
- II. History of the area (15)
 - A. Describe the local setting (rural, urban, etc.)
 - B. Describe the people group
 - C. Describe the condition of the people group (holistic view including physical, psychological, social, etc.)
- III. Needs assessment (10)
 - A. Statement of need
 - B. Statistical and research data supporting needs assessment
 - C. Other entities providing assistance (government or private aid organizations, etc.)
- IV. Planning process (10)
 - A. Methods for involving the government, community, local entities, etc. in the planning
 - B. What constraints must be considered in responding to the need (i.e. access, customs, restrictions, etc.)
 - C. Describe the method of carrying out the planning process
- V. Proposal for response (30)
 - A. Include specific objectives, goals, and action plans for the project
 - B. Describe the proposed supervision of the project and local leadership involvement
 - C. Describe the method of project evaluation
- VI. Resources needed (15)
 - A. Human resources both local and international
 - B. Material and financial resources both local and international
- VII. Theoretical Connection (15)
- VIII. - Connect your project to the theories discussed in your textbook and discussions at the beginning of the semester (Dependency and modernization theories. You may use the concepts of the theories to help further your understanding of the condition of the people, need of proposal for response.
- IX. Brief summary (5)
- X. APA and appropriate resources- 15
- XI. Grammar, clarity and organization- 15

- XII. Presentation feedback-10
 XIII. Total-150

Discussion Post Rubric (10 points each)

Points	Consisting of	Which means
5	Initial Discussion	The topic is discussed utilizing critical thinking. Post is a minimum of 8-10 sentences, not counting editorial comments. The initial post is posted on or before Thursday by 11:30 pm.
4	Comment Posts	The comment adds to the discussion using critical thinking. Comment to 1 peer must be submitted on or before Sunday by 11:30 pm during the week the discussion is assigned. The post must be a minimum of 3-5 sentences, not counting editorial comments.
1	Professionalism	All grammar, spelling, sentence structure, and punctuation are correct.
10	Total Points	

COURSE OUTLINE / CALENDAR

Week	Reading(s)	Assignment/Activities
		Note: All initial discussion posts must be submitted on or before Thursday by 11:30 pm. You must reply to 1 peer on or before Sunday by 11:30 pm during the same week.
Week 1 Aug. 29-Sept.4	Intro to & Overview of Class	Read entire syllabus <ul style="list-style-type: none"> Complete and submit: Social Privilege Measure Pretest: Due Sunday, 9/4/2022

		<ul style="list-style-type: none"> • Post to the Meet/Greet/Group Discussion by the end of Week 2
<p>Week 2 Sept.5-Sept.11</p> <p>Holiday: Labor Day, Sept. 5</p>	<p>International Social Work: What is It? Why Is It important?</p>	<ul style="list-style-type: none"> • Read Chapter 1 in Textbook • PowerPoint • Post to the Meet/Greet/Group Discussion by the end of Week 2 Due Sunday 9/11/2022 by 11:30 pm • Discussion #1: Geographic Knowledge Due Sunday 9/11/2022 by 11:30 pm • See Guidelines in the syllabus as well as in the course shell.
<p>Week 3 Sept.12-Sept.18</p>	<p>Influence of Culture in Social Work Practice: Strengthening Global Perspectives</p>	<ul style="list-style-type: none"> • Read pg. 160 in Text • Read Chapter 2 in Textbook • PowerPoint • Discussion #2: Influence of Culture: See Discussion Guidelines Due Sunday 9/18/2022 by 11:30 pm
<p>Week 4 Sept.19-Sept.25</p>	<p>International Social Welfare Organizations Human Rights</p>	<ul style="list-style-type: none"> • Read United Nations Development Program document • Read transformational human needs project instruction and Rubric *Video: Beatrice's Goat & Toms
<p>Week 5 Sept.26-Oct.2</p>	<p>World Religions</p>	<p>PowerPoint: World Religions</p> <p>Discussion #3 World Religions Due Sunday 10/2/2022 by 11:30 pm</p>

Week 6 Oct.3-Oct.9	Global Social Issues Human Trafficking International Child Welfare	Read Chapters 3 and 4 in Textbook PowerPoint: Global Agenda <u>DUE:</u> Approval for Transformational Project Required by 11:30 pm on Sunday 10/09/2022 (1 submission per group) <u>Quiz 1:</u> Due Sunday 10/09/2022 by 11:30 pm Discussion #4: Human Trafficking and You: Due Sunday 10/09/2022 by 11:30 pm
Week 7 Oct.10-Oct.16	If the World Were a Village	PowerPoint Read handout under Assignment Tab for this week
Week 8 Oct.17-Oct.23	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 by Sunday 10/23/2022 by 11:30 PM.
Week 9 Oct.24-Oct.30	Who are the Poor?	Read Who's Poor? Poverty & Deprivation in Local and Global Contexts Quiz #2: World's Poorest Jobs Due Sunday 10/30/2022 by 11:30 pm
Week 10 Oct.31-Nov.6	War and Conflict AIDS Around the Globe	Read Chapters 5 & 6 in Text Quiz #3: WAR Due Sunday 11/6/2022 by 11:30 pm
Week 11 Nov.7-Nov.13	War and Conflict AIDS Around the Globe	Read Chapters 5 & 6 in Text Dallas News Article Quiz #4: AIDS Due Sunday 11/13/2022 by 11: 30 PM
Week 12 Nov.14-Nov.20	Issues Particularly Affecting Women	Read Chapter 7 in Text Textbook Immigrant Paper Due Sunday 11/14/2022 by 11:30pm
Week 13 Nov.21-Nov.27 Thanksgiving Break Nov. 23-25	Social Work and the Physical Environment A Call to Action	Read Chapters 8 & 9 in Text

<p>Week 14 Nov.28-Dec.4</p>	<p>Discussion: Race, Ethnicity and Immigration Text, Ch. 10, Wrap-up and Review for Final</p>	<p>Discussion #5: War and Conflict Due Sunday 12/04/2022 by 11:30 pm. Quiz #5: Due Sunday 12/04/2022 by 11:30 pm.</p>
<p>Week 15 Last Day of Class Dec.9 Final Exam Week Dec.10-Dec.16</p>	<p>Zoom Meetings for Transformational Projects at agreed upon days/times</p>	<p>DUE: Transformational Project & Paper Sunday, 12/11/2022 by 11:30 pm</p>
<p>Week 16 Final Exam Week Dec.10-Dec.16 Commencement Dec.16 & 17</p>	<p>Zoom Meetings for Transformational Projects at agreed upon days/times (If needed)</p>	<p>Please complete Post Test by: Sunday, 12/16/2022 by 11:30 pm.</p>