



## **SWK. 340 Global Perspectives**

SEMESTER: SPRING 2024

### **INSTRUCTOR INFORMATION**

**Instructor:** Ahfiya Howard, DrPH, LMSW

**Office Location:** Henderson Building, Room 322

**Office Hours:** Wednesday @ 12:00 pm CST or by appointment

**Office Phone:** (903) 468-3040 (office) or (817) 730-6020 (cell)

**Office Fax:** N/A

**University Email Address:** ahfiya.howard@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** Within 48 hours

### **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. 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.

	<b>Activity/Assessment</b>	<b>Dimension</b>
<b>Competency 2:</b> Students will engage in diversity 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	Graded Discussions	Knowledge Values
Students will present themselves as learners and engage clients and constituencies as experts of their own experiences	Interview with first generation immigrant	Skills Values Cognitive Affective
Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Aboriginal and Native American Assignment  Interview with first generation immigrant	Skills Values Cognitive Affective
<b>Competency 3:</b> 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	<b>Quizzes 1-5</b> Transformational Project	Knowledge Skills Values Cognitive Affective
Students will engage in practices that advance social, economic, and environmental justice	Transformational Project	Knowledge Skills Values Cognitive Affective

# **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 (5 @ 10pts)	50
Transformational Project	150
Discussions/Activities/Assignments (4 @ 10 points each)	40
<b>Total points:</b>	<b>390</b>

## 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 (no more than 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. 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** (3pts)

**Country of origin** — write about what his/her/their country or origin was like; use demographic information (20pts)

**Decision to immigrate**—describe how he/she/they decided to immigrate to the United States (10pts)

**Process of immigration**—describe what the process of immigration was like (15pts)

**Contrast** between socio-economic factors in country of origin and United States—  
compare and contrast various socio-economic factors (30pts)

**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 (5pts)

APA and appropriate resources- (7pts)

Grammar, clarity and organization- (10pts)

**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 all information.**

**Group Project and Presentation: Transformational Human Needs**

**Project (150 points)**

Information regarding the Transformational Project is located in “Resource” module. 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 will develop a creative presentation (PowerPoint and/or Project) for other class members **and may be asked** to present this presentation during the predetermined zoom times. The presentation must not exceed 15 minutes. **Each group will record their presentation by using Zoom, Google Meet, YouTube, etc.** The group’s presentation must capture the items listed in the outline. An example of a project may include making a water filter, planting a garden, etc. Students must upload their presentation to D2L. One member of each group will submit the presentation in D2L.

Expectation is that all students will put equal time into the preparation of the presentation\project. In order to ensure that all group members participate, each group member will evaluate their fellow group members based on effort and participation in the presentation. This evaluation will be factor into the grade for the assignments. In addition, the class will assist with grading each group’s presentation. The final grade will be determined by the instructor. **No late presentations\projects will be accepted.**

**Quizzes (50 points)**

Students will participate in five 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 at least **4** days during the assigned week, and students will have extended time to complete the quiz once it is open. **There are No Make-up quizzes.**

**Discussions (40 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 and reply to ONE peer by 11:30 pm on the due date.

Discussions/Postings will follow the same format each time and are as follows: 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 the due date. 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](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](mailto: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](mailto: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.

## **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](http://www.tamuc.edu/counsel)

## **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 A**

### **(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\references- 15
- XI. Grammar, clarity and organization- 15
- XII. Presentation feedback\Preparedness-10
- XIII. Total-150

**Discussion Post Rubric (10 points each)**

Points	Consisting of	Which means
5	Initial Discussion	<p>The topic is discussed utilizing critical thinking.</p> <p>Post is a minimum of 8-10 sentences, not counting editorial comments.</p> <p><b>Your initial post and response to 1 peer must be submitted by the due date.</b></p>
4	Comment Posts	<p>The comment adds to the discussion using critical thinking.</p> <p><b>Respond to 1 peer by the due date.</b></p> <p>The post must be a minimum of 3-5 sentences, not counting editorial comments.</p>



1	Professionalism	All grammar, spelling, sentence structure, and punctuation are correct.
10	Total Points	

## Course Outline/Calendar

Weeks	Live Zoom Session	Topics & Instructional Materials	Activities, Assignments & Examinations
<b>Week 1</b> <b>Jan. 10-13</b> <b>Campus Closed: MLK Day Jan. 15</b>	Every Wednesday @ 12:00 pm CST  <b>***Zoom attendance is not required; all meetings will be recorded and dates and times will be adjusted based on instructor and student needs</b>	<ul style="list-style-type: none"> <li>• Introduction &amp; Overview of Class</li> <li>• Attend Live Zoom Session or Review Recording</li> </ul>	<ul style="list-style-type: none"> <li>• Attend Live Zoom Session or Review Recording</li> <li>• Read entire syllabus</li> <li>• Complete and submit: Social Privilege Measure Pretest (<b>not graded</b>)</li> <li>• <b>Brainstorm Topic for Transformational Project</b></li> <li>• <b>Identify Person to Interview for Immigrant Paper</b></li> </ul>
<b>Week 2</b> <b>Jan. 15-20</b>	Every Wednesday @ 12:00 pm CST	<ul style="list-style-type: none"> <li>• International Social Development (Chapter 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 1 in Textbook</li> <li>• Review PowerPoint/Recording</li> <li>• <b>Discussion #1:</b> Geographic Knowledge <b>Due: Saturday, Jan. 27 @ 11:30 pm</b></li> <li>• <b>Identify Person to Interview for Immigrant Paper</b></li> <li>• <b>Brainstorm Topic for Transformational Project</b></li> </ul>
<b>Week 3</b> <b>Jan. 22-27</b>	Every Wednesday @ 12:00 pm CST	<ul style="list-style-type: none"> <li>• International Social Development cont'd (Chapter 1)</li> <li>• Influence of Culture in Social Work Practice: Strengthening</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 1 in Textbook</li> <li>• Review PowerPoint/Recording</li> <li>• Work on Study Guide</li> <li>• <b>Discussion #1:</b> Geographic Knowledge <b>Due: Saturday, Jan. 27 @ 11:30 pm</b></li> <li>• <b>Discussion #2:</b> Influence of Culture <b>Due: Saturday, February 10 @ 11:30 pm</b></li> </ul>

		Global Perspectives	<ul style="list-style-type: none"> <li>• <b>Begin to Work on Immigrant Interview Paper</b></li> <li>• <b>Brainstorm Topic for Transformational Project</b></li> </ul>
<p><b>Week 4</b> Jan. 29-Feb. 3</p>	Every Wednesday @ 12:00 pm CST	<ul style="list-style-type: none"> <li>• Human Rights (Chapter 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to Read Chapter 2</li> <li>• Read United Nations Development Program Document</li> <li>• Read Transformational Human Needs Project Instruction and Rubric</li> <li>• Watch: Beatrice's Goat &amp; Toms</li> <li>• Work on Study Guide</li> <li>• <b>Submit Approval for Transformational Project Topic</b> <b>Due: Saturday, February 3 @ 11:30 pm</b></li> <li>• <b>Begin to Work on Immigrant Interview Paper</b></li> <li>• <b>Discussion #2: Influence of Culture</b> <b>Due: Saturday, February 10 @ 11:30 pm</b></li> </ul>
<p><b>Week 5</b> Feb. 5-10</p>	Every Wednesday @ 12:00 pm CST	<ul style="list-style-type: none"> <li>• Human Trafficking (Chapter 3)</li> <li>• World Religions</li> <li>• Human Rights cont'd (Chapter 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 2 &amp; Begin to Read Chapter 3</li> <li>• Watch World Religions Video</li> <li>• Read Chapter 3 in Textbook</li> <li>• Review PowerPoint &amp; Recording</li> <li>• Work on Study Guide</li> <li>• <b>Discussion #2: Influence of Culture</b> <b>Due: Saturday, February 10 @ 11:30 pm</b></li> <li>• <b>Discussion #3: Human Trafficking and You</b> <b>Due: Saturday, February 24 @ 11:30 pm</b></li> <li>• <b>Work on Immigrant Interview Paper</b></li> </ul>
<p><b>Week 6</b> Feb. 12-17</p>	Every Wednesday @ 12:00 pm CST	<ul style="list-style-type: none"> <li>• Human Trafficking cont'd</li> <li>• Child Welfare &amp; Well-Being (Chapter 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 3 in Textbook &amp; Begin to Read Chapter 4</li> <li>• <b>Work on Transformational Project</b></li> <li>• <b>Discussion #3: Human Trafficking and You</b> <b>Due:</b></li> </ul>

			<p><b>Saturday, February 24 @ 11:30 pm</b></p> <ul style="list-style-type: none"> <li>• Work on Study Guide</li> <li>• Review PowerPoint &amp; Recording</li> <li>• <b>Work on Immigrant Interview Paper</b></li> </ul>
<p><b>Week 7</b> <b>Feb. 19-24</b></p>	<p>Every Wednesday @ 12:00 pm CST</p>	<ul style="list-style-type: none"> <li>• Child Welfare &amp; Well-Being cont'd (Chapter 4)</li> <li>• War and Conflict (Chapter 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 4 in Textbook &amp; Begin to Read Chapter 5</li> <li>• <b>Discussion #3:</b> Human Trafficking and You <b>Due: Saturday, February 24 @ 11:30 pm</b></li> <li>• <b>Work on Transformational Project</b></li> <li>• Work on Study Guide</li> <li>• Review PowerPoint &amp; Recording</li> <li>• <b>Quiz #1 Human Trafficking (Chapter 3) Due: Saturday, February 24 @ 11:30 pm</b></li> <li>• <b>Work on Immigrant Interview Paper</b></li> </ul>
<p><b>Week 8</b> <b>Feb. 26-March 2</b></p>	<p>Every Wednesday @ 12:00 pm CST</p>	<ul style="list-style-type: none"> <li>• Indigenous Peoples of Australia, New Zealand, and North America</li> <li>• War and Conflict cont'd (Chapter 5)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work on Transformational Project</b></li> <li>• <b>Discussion #4:</b> World Religions <b>Due: Saturday, March 9 @ 11:30 pm</b></li> <li>• Cont'd to Read Chapter 5</li> <li>• <b>Read Article:</b> Indigenous Peoples of Australia, New Zealand, &amp; North America</li> <li>• Work on Study Guide</li> <li>• <b>Work on Immigrant Interview Paper</b></li> <li>•</li> </ul>
<p><b>Week 9</b> <b>March 4-9</b></p>	<p>Every Wednesday @ 12:00 pm CST</p>	<ul style="list-style-type: none"> <li>• Indigenous Peoples of Australia, New Zealand, and North America</li> <li>• War and Conflict cont'd (Chapter 5)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work on Transformational Project</b></li> <li>• <b>Discussion #4:</b> World Religions <b>Due: Saturday, March 9 @ 11:30 pm</b></li> <li>• <b>Indigenous People Worksheet Due: Saturday, March 9 @ 11:30 pm</b></li> <li>• Cont'd to Read Chapter 5</li> </ul>

			<ul style="list-style-type: none"> <li>• Work on Study Guide</li> <li>• <b>Read Article:</b> Indigenous Peoples of Australia, New Zealand, &amp; North America</li> <li>• <b>Work on Immigrant Interview Paper</b></li> </ul>
<b>Week 10</b>  <b>March 11-16</b>  <b>Spring Break: Campus Closed</b>		Self-Care Week	
<b>Week 11</b>  <b>March 18-23</b>	Every Wednesday @ 12:00 pm CST	<ul style="list-style-type: none"> <li>• Displaced by War &amp; Conflict (Chapter 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Read Who's Poor? Poverty &amp; Deprivation in Local and Global Contexts</li> <li>• <b>Work on Transformational Project</b></li> <li>• Work on Study Guide</li> <li>• <b>Work on Immigrant Interview Paper</b></li> <li>• Begin to Read Chapter 6</li> <li>• Review PowerPoint &amp; Recording</li> <li>• <b>Quiz #2: Child Welfare (Chapter 4) Due: Saturday, March 23 @ 11:30 pm</b></li> </ul>
<b>Week 12</b>  <b>March 25-30</b>	Every Wednesday @ 12:00 pm CST	<ul style="list-style-type: none"> <li>• Displaced by War &amp; Conflict cont'd (Chapter 6)</li> <li>• AIDS (Chapter 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 6 &amp; Begin to Read Chapter 7 in Textbook</li> <li>• Work on Study Guide</li> <li>• <b>Work on Transformational Project</b></li> <li>• <b>Immigrant Paper Due: Saturday, March 30 @ 11:30 pm</b></li> </ul>
<b>Week 13</b>  <b>April 1-6</b>	Every Wednesday @ 12:00 pm CST	<ul style="list-style-type: none"> <li>• AIDS cont'd (Chapter 7)</li> <li>• Issues Particularly Affecting Women (Chapter 8)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 7 in Textbook &amp; Begin to Read Chapter 8</li> <li>• <b>Quiz #3: AIDS Due: Saturday, April 6 @ 11:30 pm</b></li> <li>• Review PowerPoint &amp; Recording</li> </ul>

			<ul style="list-style-type: none"> <li>• Work on Study Guide</li> </ul>
<p><b>Week 14</b></p> <p><b>April 8-13</b></p>	<p>Every Wednesday @ 12:00 pm CST</p>	<ul style="list-style-type: none"> <li>• Issues Particularly Affecting Women cont'd (Chapter 8)</li> <li>• Social Work and the Physical Environment (Chapter 9)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 8 in Textbook &amp; Begin to Read Chapter 9</li> <li>• Work on Study Guide</li> <li>• Review PowerPoint &amp; Recording</li> <li>• <b>Transformation Project Due: Saturday, April 13 @ 11:30 pm</b></li> <li>• <b>Peer Evaluation Due: April 13, @11:30 pm</b></li> </ul>
<p><b>Week 15</b></p> <p><b>April 15-20</b></p>	<p>Every Wednesday @ 12:00 pm CST</p>	<ul style="list-style-type: none"> <li>• Social Work and the Physical Environment cont'd (Chapter 9)</li> <li>• Sustainable Development Goals (Chapter 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 9 &amp; Begin to Read Chapters 10 in Textbook</li> <li>• Review PowerPoint &amp; Recording</li> <li>• Work on Study Guide</li> <li>• <b>Quiz #4: Issues Affecting Women Due: Saturday, April 20 @ 11:30 pm</b></li> </ul>
<p><b>Week 16</b></p> <p><b>April 22-27</b></p>	<p>No Zoom Meeting</p>	<ul style="list-style-type: none"> <li>• A Call to Action (Chapter 11)</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 11 in Textbook</li> <li>• Review PowerPoint &amp; Recording</li> <li>• Work on Study Guide</li> </ul>
<p><b>Week 17</b></p> <p><b>April 29-May 4</b></p> <p><b>Last Day of Classes: May 3</b></p> <p><b>Final Exam Week:</b></p>	<p>No Zoom Meeting</p>	<ul style="list-style-type: none"> <li>• A Call to Action (Chapter 11)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 11 in Textbook</li> <li>• Complete and submit: Social Privilege Measure Post-test (<b>not graded</b>)</li> <li>• <b>Quiz #5: Social Work &amp; Physical Environment Due: Tuesday, May 7 @ 11:30 pm</b></li> </ul>

May 4-10			
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