



TAMUC Logo

**SWK 340.01: Global Perspectives**  
**COURSE SYLLABUS**  
Web-based

**INSTRUCTOR INFORMATION**

Instructor: Ahfiya Howard, DrPH, LMSW  
Office Location: Henderson Building, 3<sup>rd</sup> Floor, Room 322  
Office Hours: Wednesday @ 12:00 pm via Zoom  
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 2 business days**

**Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

## 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). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

### 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.

## Relationship to Other Courses

## STUDENT LEARNING OUTCOMES

The 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	Quizzes 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 course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various

*The syllabus/schedule is subject to change.*

systems or software, you must contact support services and notify the Instructor of the technical issue.

### **Instructional Methods**

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

### **Student Responsibilities and Tips for Success in the Course**

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including 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 the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and 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%

*The syllabus/schedule is subject to change.*

C = 70%-79%  
 D = 60%-69%  
 F = 59% or Below

**Evaluation for the course grade is according to the following formula:**

<b>Assessments</b>	<b>Value</b>
Aboriginal and Native American Exercise	50
First Generation Immigrant Interview	100
Transformational Human Needs Group Project	150
Discussions/Activities/Assignments	40
Quizzes (5 @ 10pts)	50
<b>TOTAL</b>	<b>390</b>

## **Assessments**

**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)**

Students will read the article *Constructing and Reconstructing Native History: A Comparative Look at the Impact of Aboriginal and Treaty Rights Claims in North America and Australia* and answer the questions on the Indigenous People Guide 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 be 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. **See Appendix A for outline and rubric.**

### **GROUP PROJECT AND PRESENTATION: TRANSFORMATIONAL HUMAN NEEDS PROJECTS (150 points)**

Information regarding the Transformational Project is located in "Resource" module. Working in assigned groups (no more than 3 students per group), 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, Canva, 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. **See Appendix B for outline and rubric.**

### **DISCUSSIONS /ACTIVITIES/ASSIGNMENTS (4 @ 10= 40 points)**

#### **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 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 Appendix C for rubric.**

### **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.**

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

## **Due Date Policy**

### **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.

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

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

## **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)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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.

### 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. The 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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

*The syllabus/schedule is subject to change.*



## **University Specific Procedures**

### **Ethical Behavior**

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

### **University Code of Conduct**

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct (“Code”) focuses on personal responsibility and accountability for students’ actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

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 (or copy/paste the following URL in your web browser:

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

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in [“Student Appeal of Instructor Evaluation” - Procedure 13.99.99.R0.05](#).

### **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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

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

[Undergraduate Academic Dishonesty Form](#)

### **University Rules on Research**

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

## **AI Use Policy**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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

## **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](#)

## **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 connections 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 & Council on Social Work Education-Specific Policies**

### **Course Engagement**

*Final Evaluation and Grade Depend 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 mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the 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 in each course is the meaningful involvement in interactions with the Instructor, peers, and outside

stakeholders as appropriate (such as contacting a social worker to interview for a required assignment or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (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 F2F 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 to successfully complete each course.

## **Class Attendance and Participation**

### **Face-to-Face Classes**

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll call will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as, be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet once a week, students can be absent up to 2 times through the semester with no penalty. If **3 absences** occur, the overall grade will be **dropped 1 letter grade**. If **4 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

### **Online, Web-Enhanced or Blended Classes**

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

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

## **Student Conduct**

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

### **Department Code of Conduct**

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

## APPENDIX A GRADING RUBRIC

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

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

**Brief introduction-** (3 pts)

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

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

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

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

**Brief summary** (5 pts)

**APA and appropriate resources-** (7 pts)

**Grammar, clarity and organization-** (10 pts)

The bold items 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 formatting and cite any information not received from the immigrant(s), such as demographics and statistics and include a reference page.

## **APPENDIX B GRADING RUBRIC**

### **Transformational Human Needs Project Rubric (150 pts)**

- I. Brief introduction to the project (5 pts)
- II. History of the area (15 pts)
  - 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 pts)
  - 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 pts)
  - 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 pts)
  - 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 pts)
  - A. Human resources both local and international
  - B. Material and financial resources both local and international
- VII. Theoretical Connection (15 pts)
- 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 pts)
- X. APA and appropriate resources\references- (15 pts)
- XI. Grammar, clarity and organization- (15 pts)
- XII. Presentation feedback\Preparedness- (10 pts)
- XIII. Total-150

## APPENDIX C GRADING RUBRIC

### Discussion Post (10 pts 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.
<b>10</b>	<b>TOTAL POINTS</b>	



## COURSE OUTLINE /CALENDAR

**Note:** Zoom meetings may be adjusted based on instructor and/or student needs.

Weeks	Live Zoom Session	Topics & Instructional Materials	Activities, Assignments & Examinations
<p style="text-align: center;"><b>Week 1</b></p> <p style="text-align: center;">Aug. 26<sup>th</sup> -Sept. 1<sup>st</sup></p>	<p style="color: #6a3d9a;">Every Wednesday @ 12:00 pm</p>	<ul style="list-style-type: none"> <li>• Introduction &amp; Overview of Class</li> <li>• International Social Development (Chapter 1)</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>• Begin to Read Chapter 1 &amp; Review PowerPoint Slides</li> <li>• Work on Study Guide</li> <li>• Work on Discussion #1: Geographic Knowledge</li> <li>• Brainstorm Topic for Transformational Project</li> <li>• Identify Someone to Interview for Immigrant Paper</li> </ul>
<p style="text-align: center;"><b>Week 2</b></p> <p style="text-align: center;">Sept. 2<sup>nd</sup>-8<sup>th</sup></p> <p style="color: #6a3d9a;"><b>Holiday: Labor Day, Sept. 2<sup>nd</sup></b></p>	<p style="color: #6a3d9a;">Every Wednesday @ 12:00 pm</p>	<ul style="list-style-type: none"> <li>• International Social Development (Chapter 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to Read Chapter 1 in Textbook and Begin to Read Chapter 2 &amp; Review PowerPoint Slides</li> <li>• Attend the Zoom Meeting</li> <li>• Review PowerPoint/Recording</li> <li>• <b>Discussion #1: Geographic Knowledge Due: Sunday, Sept. 8</b></li> <li>• Identify Someone to Interview for Immigrant Paper</li> <li>• Brainstorm Topic for Transformational Project</li> </ul>
<p style="text-align: center;"><b>Week 3</b></p> <p style="text-align: center;">Sept. 9<sup>th</sup>-15<sup>th</sup></p> <p style="color: #6a3d9a;"><b>Required Attendance- BSW Assembly Tuesday, Sept. 10<sup>th</sup> (10 am – 1 pm)</b></p>	<p style="color: #6a3d9a;">Every Wednesday @ 12:00 pm</p>	<ul style="list-style-type: none"> <li>• International Social Development cont'd (Chapter 1)</li> <li>• Human Rights (Chapter 2)</li> <li>• Influence of Culture in Social Work Practice: Strengthening</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 2 in Textbook &amp; Review PowerPoint Slides</li> <li>• Attend Zoom Meeting</li> <li>• Review PowerPoint/Recording</li> <li>• Work on Study Guide</li> <li>• Work on Discussion #2: Influence of Culture</li> <li>• Begin to Work on the Immigrant Interview Paper</li> <li>• Brainstorm Topic for Transformational Project</li> </ul>

*The syllabus/schedule is subject to change.*

		Global Perspectives	
<p><b>Week 4</b> Sept. 16<sup>th</sup>-22<sup>nd</sup></p>	<p>Every Wednesday @ 12:00 pm</p>	<ul style="list-style-type: none"> <li>• Human Rights (Chapter 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 2 &amp; Begin to Read Chapter 3 &amp; Review PowerPoint Slides</li> <li>• Read Transformational Human Needs Project Instruction and Rubric</li> <li>• Work on Study Guide</li> <li>• <b>Submit Approval for Transformational Project Topic Due: Sunday, Sept. 22<sup>nd</sup></b></li> <li>• Continue to Work on the Immigrant Interview Paper</li> <li>• <b>Discussion #2: Influence of Culture Due: Sunday, Sept. 22<sup>nd</sup></b></li> </ul>
<p><b>Week 5</b> Sept. 23<sup>rd</sup>-29<sup>th</sup></p>	<p>Every Wednesday @ 12:00 pm</p>	<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 Chapters 2 &amp; 3 and Review PowerPoint Slides</li> <li>• Watch World Religions Video</li> <li>• Work on Study Guide</li> <li>• Begin to Work on Discussion #3: Human Trafficking and You</li> <li>• Continue to Work on Immigrant Interview Paper</li> <li>• <b>Quiz #1 Human Trafficking (Chapter 3) Due: Sunday, Sept. 29<sup>th</sup></b></li> </ul>
<p><b>Week 6</b> Sept. 30<sup>th</sup>-Oct. 6<sup>th</sup></p>	<p>Every Wednesday @ 12:00 pm</p>	<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 &amp; Review PowerPoint Slides</li> <li>• Work on Transformational Project</li> <li>• <b>Discussion #3: Human Trafficking and You Due: Sunday, Oct. 6<sup>th</sup></b></li> <li>• Work on Study Guide</li> <li>• Continue to Work on Immigrant Interview Paper</li> </ul>
<p><b>Week 7</b></p>	<p>Every Wednesday @ 12:00 pm</p>	<ul style="list-style-type: none"> <li>• Child Welfare &amp; Well-Being cont'd (Chapter 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 4 in Textbook &amp; Begin to Read Chapter 5 &amp; Review PowerPoint Slides</li> </ul>

The syllabus/schedule is subject to change.

<p>Oct. 7<sup>th</sup>-13<sup>th</sup></p>		<ul style="list-style-type: none"> <li>• War and Conflict (Chapter 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to Work on Discussion #4: World Religions</li> <li>• Work on Transformational Project</li> <li>• Work on Study Guide</li> <li>• Work on Immigrant Interview Paper</li> <li>• <b>Quiz #2: Child Welfare (Chapter 4) Due: Sunday, Oct. 13<sup>th</sup></b></li> </ul>
<p><b>Week 8</b> Oct. 14<sup>th</sup> – 20<sup>th</sup></p>	<p>Every Wednesday @ 12:00 pm</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>• Work on Transformational Project</li> <li>• <b>Discussion #4: World Religions Due: Sunday, Oct. 20<sup>th</sup></b></li> <li>• Cont'd to Read Chapter 5 &amp; Review PowerPoint Slides</li> <li>• <b>Read Article:</b> Indigenous Peoples of Australia, New Zealand, &amp; North America</li> <li>• Work on Study Guide</li> <li>• Continue to Work on Immigrant Interview Paper</li> </ul>
<p><b>Week 9</b> Oct. 21<sup>st</sup> – Oct. 27<sup>th</sup></p>	<p>Every Wednesday @ 12:00 pm</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>• Work on Transformational Project</li> <li>• Cont'd to Read Chapter 5 &amp; Review PowerPoint Slides</li> <li>• Work on Study Guide</li> <li>• <b>Immigrant Interview Paper Due: Sunday, Oct. 27<sup>th</sup></b></li> </ul>
<p><b>Week 10</b> Oct. 28<sup>th</sup> – Nov. 3<sup>rd</sup></p>	<p>Every Wednesday @ 12:00 pm</p>	<ul style="list-style-type: none"> <li>• Displaced by War &amp; Conflict (Chapter 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Transformational Project</li> <li>• <b>Indigenous People Worksheet Due: Sunday, Nov. 3<sup>rd</sup></b></li> <li>• Work on Study Guide</li> <li>• Begin to Read Chapter 6 &amp; Review PowerPoint Slides</li> </ul>
<p><b>Week 11</b></p>	<p>Every Wednesday @ 12:00 pm</p>	<ul style="list-style-type: none"> <li>• Displaced by War &amp; Conflict cont'd (Chapter 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Cont'd to Read Chapter 6 &amp; Begin to Read Chapter 7 in Textbook &amp; Review PowerPoint Slides</li> <li>• Work on Study Guide</li> </ul>

The syllabus/schedule is subject to change.

<p>Nov. 4<sup>th</sup> – 10<sup>th</sup></p>		<ul style="list-style-type: none"> <li>• AIDS (Chapter 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Transformational Project</li> <li>• <b>Quiz #3: AIDS Due: Sunday, Nov. 17<sup>th</sup></b></li> </ul>
<p><b>Week 12</b> Nov. 11<sup>th</sup> -17<sup>th</sup></p>	<p>Every Wednesday @ 12:00 pm</p>	<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 &amp; Review PowerPoint Slides</li> <li>• Work on Study Guide</li> </ul>
<p><b>Week 13</b> Nov. 18<sup>th</sup> -Nov. 24<sup>th</sup></p>	<p>Every Wednesday @ 12:00 pm</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 &amp; &amp; Review PowerPoint Slides</li> <li>• Work on Study Guide</li> <li>• <b>Transformation Project Due: Sunday, Dec. 1<sup>st</sup></b></li> <li>• <b>Peer Evaluation Due: Due: Sunday, Dec. 1<sup>st</sup></b></li> <li>• <b>Quiz #4: Issues Affecting Women Due: Sunday, Nov. 24<sup>th</sup></b></li> </ul>
<p><b>Week 14</b> Nov. 25<sup>th</sup>- Dec. 1<sup>st</sup></p> <p><b>Holiday: Thanksgiving Nov. 28<sup>th</sup></b></p>	<p>Every Wednesday @ 12:00 pm</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 &amp; &amp; Review PowerPoint Slides</li> <li>• Work on Study Guide</li> </ul>
<p><b>Week 15</b></p>	<p>Every Wednesday @ 12:00 pm</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>• Work on Study Guide</li> </ul>

The syllabus/schedule is subject to change.

<p>Dec. 2<sup>nd</sup> – 8<sup>th</sup></p>			<ul style="list-style-type: none"> <li>• Complete and submit: Social Privilege Measure Post-test <b>(not graded) Due: Sunday, Dec. 8<sup>th</sup></b></li> </ul>
<p><b>Week 16</b> Dec. 9<sup>th</sup> -13<sup>th</sup> <b>Final Exam</b> <b>Undergraduate Commencement</b> Dec. 14<sup>th</sup></p>		<p>A Call to Action (Chapter 11)</p>	<ul style="list-style-type: none"> <li>• <b>Quiz #5: Social Work &amp; Physical Environment Due: Sunday, Dec. 8<sup>th</sup></b></li> </ul>