



SWK. 340 Global Perspectives

COURSE SYLLABUS: SPRING 2025

Web-based

INSTRUCTOR INFORMATION

Instructor: Ahfiya Howard, DrPH, LMSW

Office Location: Henderson Bldg, 3rd Floor, Room 322

Office Hours: Monday, 11:00 am-3:00 pm (Dallas Campus) or Monday @ 12:00 PM (via Zoom) or by appointment

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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 a 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

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.

	Activity/Assessment	Dimension
Competency 2: 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
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	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 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 is according to the following formula:

Assessments	Value
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
TOTAL	390

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.**

Transformational Human Needs Project (150 points)

Information regarding the Transformational Project is located in "Resources" module. The instructor will determine if students will work in groups or individually. If groups are permitted, there will be 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/individual 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 or individual will record their presentation by using Zoom, Google Meet, YouTube, Canva, etc. The 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. If working in a group, one member of each group will submit the presentation in D2L.

When working in groups, it is expected 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. The final grade will be determined by the instructor. **See Appendix B for outline and 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 3 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 (10pts each =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 (10 pts each =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.**

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 East 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 East 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>

University Rules on Research

Students involved in conducting research and/or scholarly activities at East 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

East 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

East 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

East 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 East 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.

East Texas A&M-Commerce Supports Students' Mental Health

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 GRADING RUBRIC

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

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

Brief introduction - (3) points

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

Decision to Immigrate - describe how he/she/they decided to immigrate to the United States (10) points

Process of Immigration - describe what the process of immigration was like (15) points

Compare and Contrast - describe the similarities and differences in the socio-economic factors between the United States and the interviewee's country of origin (30) points

Brief Conclusion/Summary - (5) points

APA format and appropriate references - (7) points

Grammar, clarity and organization - (10) points

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)**
- 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)**
 - A. 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, the people, and the need for a proposal for a response.
- VIII. Brief summary (15)**
- IX. APA and appropriate resources (15)**
- X. Grammar, clarity, and organization (15)
(List the headings for each section: 1-8)**
- XI. 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>Your initial post and response to 1 peer must be submitted by the due date.</p>
4	Comment Posts	<p>The comment adds to the discussion using critical thinking.</p> <p>Respond to 1 peer by the due date.</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 /SCHEDULE

Note: Zoom meetings and due dates 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;">Week 1</p> <p style="text-align: center;">Jan. 13-18</p>	<p style="color: purple;">Every Monday @ 12:00 pm</p>	<ul style="list-style-type: none"> • Introduction & Overview of Class • International Social Development (Chapter 1) 	<ul style="list-style-type: none"> • Attend Live Zoom Session or Review Recording • Read the entire syllabus • Complete and submit: Social Privilege Measure Pretest (not graded) Due: Saturday, Jan. 18 • Begin to Read Chapter 1 & Review PowerPoint Slides • Work on the Study Guide • Work on Discussion #1: Geographic Knowledge • Brainstorm Topic for Transformational Project • Identify Someone to Interview for Immigrant Paper
<p style="text-align: center;">Week 2</p> <p style="text-align: center;">Jan. 20-25</p> <p style="color: purple;">Holiday: MLK Jan. 20th</p>		<ul style="list-style-type: none"> • International Social Development (Chapter 1) 	<ul style="list-style-type: none"> • Continue to Read Chapter 1 in Textbook and Begin to Read Chapter 2 & Review PowerPoint Slides • Attend the Zoom Meeting • Review PowerPoint/Recording • Discussion #1: Geographic Knowledge Due: Saturday, Jan. 25 • Identify Someone to Interview for Immigrant Paper • Brainstorm Topic for Transformational Project
<p style="text-align: center;">Week 3</p> <p style="text-align: center;">Jan. 27-Feb. 1</p>	<p style="color: purple;">Every Monday @ 12:00 pm</p>	<ul style="list-style-type: none"> • International Social Development cont'd (Chapter 1) • Human Rights (Chapter 2) • Influence of Culture in Social Work Practice: Strengthening Global Perspectives 	<ul style="list-style-type: none"> • Cont'd to Read Chapter 2 in Textbook & Review PowerPoint Slides • Attend Zoom Meeting • Review PowerPoint/Recording • Work on the Study Guide • Work on Discussion #2: Influence of Culture • Begin to Work on the Immigrant Interview Paper • Brainstorm Topic for Transformational Project

<p>Week 4</p> <p>Feb. 3-8</p>	<p>Every Monday @ 12:00 pm</p>	<ul style="list-style-type: none"> • Human Rights (Chapter 2) 	<ul style="list-style-type: none"> • Cont'd to Read Chapter 2 & Begin to Read Chapter 3 & Review PowerPoint Slides • Read Transformational Human Needs Project Instruction and Rubric • Work on the Study Guide • Submit Approval for Transformational Project Topic Due: Saturday, Feb. 8 • Continue to Work on the Immigrant Interview Paper • Discussion #2: Influence of Culture Due: Saturday, Feb. 8
<p>Week 5</p> <p>Feb. 10-15</p>	<p>Every Monday @ 12:00 pm</p>	<ul style="list-style-type: none"> • Human Trafficking (Chapter 3) • World Religions • Human Rights cont'd (Chapter 2) 	<ul style="list-style-type: none"> • Cont'd to Read Chapters 2 & 3 and Review PowerPoint Slides • Watch World Religions Video • Work on the Study Guide • Begin to Work on Discussion #3: Human Trafficking and You • Continue to Work on the Immigrant Interview Paper
<p>Week 6</p> <p>Feb. 17-22</p>	<p>Every Monday @ 12:00 pm</p>	<ul style="list-style-type: none"> • Human Trafficking cont'd • Child Welfare & Well-Being (Chapter 4) 	<ul style="list-style-type: none"> • Cont'd to Read Chapter 3 in Textbook & Begin to Read Chapter 4 & Review PowerPoint Slides • Work on Transformational Project • Discussion #3: Human Trafficking and You Due: Saturday, Feb. 22 • Work on the Study Guide • Continue to Work on the Immigrant Interview Paper
<p>Week 7</p> <p>Feb. 24-March 1</p>	<p>Every Monday @ 12:00 pm</p>	<ul style="list-style-type: none"> • Child Welfare & Well-Being cont'd (Chapter 4) • War and Conflict (Chapter 5) 	<ul style="list-style-type: none"> • Cont'd to Read Chapter 4 in Textbook & Begin to Read Chapter 5 & Review PowerPoint Slides • Quiz #1 Human Trafficking (Chapter 3) Due: Saturday, March 1

			<ul style="list-style-type: none"> • Begin to Work on Discussion #4: World Religions • Work on Transformational Project • Work on the Study Guide • Work on Immigrant Interview Paper
<p>Week 8 March 3-8</p>	<p>Every Monday @ 12:00 pm</p>	<ul style="list-style-type: none"> • Indigenous Peoples of Australia, New Zealand, and North America • War and Conflict cont'd (Chapter 5) 	<ul style="list-style-type: none"> • Work on Transformational Project • Discussion #4: World Religions Due: Saturday, March 8 • Cont'd to Read Chapter 5 & Review PowerPoint Slides • Read Article: Indigenous Peoples of Australia, New Zealand, & North America • Work on the Study Guide • Continue to Work on the Immigrant Interview Paper
<p>Week 9 March 10-15 Spring Break Week</p>		<ul style="list-style-type: none"> • Indigenous Peoples of Australia, New Zealand, and North America • War and Conflict cont'd (Chapter 5) 	<ul style="list-style-type: none"> • Work on Transformational Project • Cont'd to Read Chapter 5 & Review PowerPoint Slides • Work on the Study Guide • Quiz #2: Child Welfare (Chapter 4) Due: Saturday, March 15
<p>Week 10 March 17-22</p>	<p>Every Monday @ 12:00 pm</p>	<ul style="list-style-type: none"> • Displaced by War & Conflict (Chapter 6) 	<ul style="list-style-type: none"> • Work on Transformational Project • Indigenous People Worksheet Due: Saturday, March 22 • Work on the Study Guide • Begin to Read Chapter 6 & Review PowerPoint Slides
<p>Week 11 March 24-29</p>	<p>Every Monday @ 12:00 pm</p>	<ul style="list-style-type: none"> • Displaced by War & Conflict cont'd (Chapter 6) • AIDS (Chapter 7) 	<ul style="list-style-type: none"> • Cont'd to Read Chapter 6 & Begin to Read Chapter 7 in Textbook & Review PowerPoint Slides • Work on the Study Guide • Work on Transformational Project

			<ul style="list-style-type: none"> • Immigrant Interview Paper Due: Saturday, March 29
<p>Week 12 March 31-April 5</p>	Every Monday @ 12:00 pm	<ul style="list-style-type: none"> • AIDS cont'd (Chapter 7) • Issues Particularly Affecting Women (Chapter 8) 	<ul style="list-style-type: none"> • Cont'd to Read Chapter 7 in Textbook & Begin to Read Chapter 8 & Review PowerPoint Slides • Work on the Study Guide • Quiz #3: AIDS Due: Saturday, April 5
<p>Week 13 April 7-12</p>	Every Monday @ 12:00 pm	<ul style="list-style-type: none"> • Issues Particularly Affecting Women cont'd (Chapter 8) • Social Work and the Physical Environment (Chapter 9) 	<ul style="list-style-type: none"> • Cont'd to Read Chapter 8 in Textbook & Begin to Read Chapter 9 & Review PowerPoint Slides • Work on the Study Guide • Transformation Project Due: Saturday, April 12
<p>Week 14 April 14- 19</p>	Every Monday @ 12:00 pm	<ul style="list-style-type: none"> • Social Work and the Physical Environment cont'd (Chapter 9) • Sustainable Development Goals (Chapter 10) 	<ul style="list-style-type: none"> • Cont'd to Read Chapter 9 & Begin to Read Chapters 10 in Textbook & Review PowerPoint Slides • Work on the Study Guide • Quiz #4: Issues Affecting Women Due: Saturday, April 19
<p>Week 15 April 21-26</p>		<ul style="list-style-type: none"> • A Call to Action (Chapter 11) 	<ul style="list-style-type: none"> • Read Chapter 11 in Textbook • Work on the Study Guide • Complete and submit: Social Privilege Measure Post-test (not graded) Due: Saturday, April 26

Week 16 April 28-May 3 Final Exam Week May 3-9 Commencement May 10th		A Call to Action (Chapter 11)	<ul style="list-style-type: none">• Quiz #5: Social Work & Physical Environment Due: Monday, May 5
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