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.

GOALS AND COMPETENCIES:

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

   1.1 Apply critical thinking and effective communication (2.1.3)
   1.2 Engage in research-informed practice and practice-informed research (2.1.6)
   1.3 Apply knowledge of HBSE to practice (2.1.7)
   1.4 Apply knowledge of policy to practice (2.1.8)
   1.5 Apply change strategies with all levels of systems (2.1.10)

2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

   2.1 Apply social work ethics & principles (2.1.2)
   2.2 Engage diversity in practice (2.1.4)
   2.3 Promote human rights and social and economic justice (2.1.5)
3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

3.1 Identify and respond as a professional social worker (2.1.1)
3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

COURSE OBJECTIVES

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

A. Developed an understanding of the history of the development of international social work.
B. Developed a global perspective and understanding of the human condition and human behavior in a global era.
C. Identified methods to infuse global perspectives into social work practice.
D. Examined and understand the application of social work values and ethics in international situations.
E. Understand and learn methods to influence global policy.
F. Identified and applied informational tools for international social research.
G. Learn global models for ethnic and diversity conflict and implications for populations at risk.
H. Developed an understanding of global social and economic issues.

STUDENT LEARNING OUTCOMES:

RELATIONSHIP TO OTHER COURSES:

COURSE FORMAT

This course is a web-enhanced course, meaning that some of the learning will occur in face-to-face meetings with your professor and classmates. Other learning will take place by interacting with materials via the Internet. The format for each class may include lecture, discussion/debate, demonstration, audiovisual presentations and guest lectures.

TEXTS

Master Syllabus as of Fall 2011
Required:


Supplemental Reading:

See Bibliography at the end of this syllabus.

COURSE REQUIREMENTS AND GRADING

Course Requirements: To successfully finish this course, students will be required to complete class assignments, required readings, and class activities. Attendance for all class meetings and participation are essential to integration of course material.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>500 – 450</td>
</tr>
<tr>
<td>B</td>
<td>449 – 400</td>
</tr>
<tr>
<td>C</td>
<td>399 – 350</td>
</tr>
<tr>
<td>D</td>
<td>349 – 300</td>
</tr>
<tr>
<td>F</td>
<td>Below 300</td>
</tr>
</tbody>
</table>

MEETING TIMES

Due to class conflicts, this class will meet in person from 3:15 to 5:15 p.m. on Tuesdays. All other material (to make up the time) will be online. [See assignments.]

OVERVIEW OF ASSIGNMENTS:

Note: All assignment materials, due dates, etc., will be posting online no later than Friday, August 31.

(1) Online Assignments/Class Participation (150 points): Throughout the course there will be online assignments and in-class participation. Attendance is a part of class participation as well, as is participation in in-class discussions and activities. Specific grading points for participation are located online.

(2) Topic Presentation (100 points): This is an in-class presentation lasting 20 minutes engaging your colleagues in a discussion of a global issue in social work. There is no paper to turn in, only an outline; however, you will be provided a grading rubric so you will know exactly what you need to do to get an A. This presentation will be a recorded presentation that will be uploaded to YouTube. You can choose to present a pre-recorded presentation (an example will be provided) or have your live presentation recorded. The intention is to reach out to others beyond this class, this school, and even this state and inform them of issues of global significance and concern.

(3) Quizzes (100 points): There will be four scheduled quizzes based on your readings and topics covered in class throughout the semester, each worth 25 points (one point per question). Quizzes are noted on the syllabus schedule are not comprehensive. They will
cover all material up to that point. Material covered on quiz one will not be covered on quiz two, etc. I will provide a study guide a week before each quiz to help you focus on what is important to study and know.

(4) **Final Project: Transformational Human Needs Developmental Project Proposal (150 points)**

This project is worth ¼ of your course grade and will be due the week of finals. You will become a social change agent for one of the global issues we have discussed in class. This means as a social work change agent you will look at creating something that will impact a global issue in some way, whether directly (hands-on) or indirectly (education). You will be provided with a list of project ideas and topics, or you are welcome to come up with your own. All projects must have instructor approval before proceeding. Complete details and the grading rubric will be provided by Week 3 of this class.

**ATTENDANCE**

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students who are tardy to class will be counted as absent unless they notify the instructor otherwise.

Students are allowed 3 absences (excused or unexcused) without any penalty. On the 4th and 5th absences (excused or unexcused), a letter grade will be deducted from the student’s final grade. Students with “university approved absences” will be allowed to make up any missed work, but will still have the aforementioned letter grades deducted due to the inability to participate in the class interaction. The 6th absence (which is approximately 20% of class days) can result in the student receiving an “F” in the course. If a student is unable to attend class regularly, then he/she should drop or withdraw from the course until such a time that consistent attendance is possible. Regardless of any absence, you are expected to complete work all graded work on time.

Class participation has three components: (1) appropriate verbal and non-verbal interactions with classmates, (2) attentiveness, and (3) active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given verbal or written feedback if problems are evident.

**Late to class or leaving early, cell phone and texting, other issues:**

Your professional behavior is expected. Issues or problems in any of these areas will be noted by the professor and addressed directly with the student in class or in my office.

**POLICY ON DUE DATES:**

Assignments are due at the beginning of class on the dates indicated in the course schedule. Late assignments will not be accepted. Students are encouraged to plan ahead and duplicate all work onto an alternative electronic device to avoid technological problems or loss of information. Electronic copies enable students to access their
assignments on one of the campus computers should their personal computer become inoperable.

**POLICY ON PLAGIARISM AND CHEATING:**

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In”) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

**ACCEPTABLE CLASSROOM BEHAVIOR:**

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

**CODE OF CONDUCT FOR SOCIAL WORK STUDENTS**

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the NASW Code of Ethics to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social
work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu

eCOLLEGE

This course is web-enhanced, and you will be using tools from eCollege throughout the semester. To access this course on eCollege follow the following steps:

1. Go to the university’s homepage (www.tamu-commerce.edu).
2. Click on the Lion’s head at the bottom of the page and it will take you to My Leo.
3. Enter your Username (CWID) and Password.
4. At the top of the page click on eCollege.
5. On the next page click on My Courses at the top left of the page.
6. This will take you to a page where you will click on this course: SWK 340 01E.

You will find a link to the description of the various tools you will use in eCollege under My Tasks, at the top left of the page.
<table>
<thead>
<tr>
<th>Date</th>
<th>Course Delivery</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td>In Class</td>
<td>Course introduction and orientation</td>
<td></td>
<td>Read the syllabus</td>
</tr>
<tr>
<td>Sep 4</td>
<td>Online/In Class</td>
<td>What is International Social Work; Theories</td>
<td>Chapters 1, 2, &amp; 3</td>
<td>Discussion board posting #1 (15pt)</td>
</tr>
<tr>
<td>Sep 11</td>
<td>Online/In Class</td>
<td>Global Social Issues</td>
<td>Chapter 4 &amp; Articles online</td>
<td>Video Paper #1 (25pt)</td>
</tr>
<tr>
<td>Sep 18</td>
<td>Online/In Class</td>
<td>Social Work Around the World</td>
<td>Chapter 8 &amp; Articles online</td>
<td>Quiz #1 Online (25pt)</td>
</tr>
<tr>
<td>Sep 25</td>
<td>Online/In Class</td>
<td>Values &amp; Ethics</td>
<td>Chapters 9</td>
<td>Discussion board posting #2 (15pt)</td>
</tr>
<tr>
<td>Oct 2</td>
<td>Online/In Class</td>
<td>Understanding an influencing Global Policy</td>
<td>Chapter 12</td>
<td>Video Paper #2 (25pt)</td>
</tr>
<tr>
<td>Oct 9</td>
<td>Online/In Class</td>
<td>Strategies and Challenges</td>
<td>Articles online</td>
<td>Discussion board posting #3 (15pt)</td>
</tr>
<tr>
<td>Oct 16</td>
<td>Online/In Class</td>
<td>In-class discussion/brainstorming for final paper</td>
<td>Chapters 13 &amp; 14</td>
<td>Quiz #2 Online (25pt)</td>
</tr>
<tr>
<td>Oct 23</td>
<td>Online/In Class</td>
<td>International Practice</td>
<td>Chapters 10 &amp; 11</td>
<td>Discussion board #4 (15pt)</td>
</tr>
<tr>
<td>Oct 30</td>
<td>Online/In Class</td>
<td>International Change Agent</td>
<td>Articles online</td>
<td>Video Paper #3 (25 pt)</td>
</tr>
<tr>
<td>Nov 6</td>
<td>Online/In Class</td>
<td>Challenges/issues by country and/or continent</td>
<td>Articles online</td>
<td>Video Paper #4 (25pt)</td>
</tr>
<tr>
<td>Nov 13</td>
<td>Online/In Class</td>
<td>Challenges/issues by country and/or continent</td>
<td>Articles online</td>
<td>Quiz #3 Online (25pt)</td>
</tr>
<tr>
<td>Nov 20</td>
<td>Online/In Class</td>
<td>Open forum discussion</td>
<td>Happy Thanksgiving!</td>
<td>No assignment</td>
</tr>
<tr>
<td>Nov 27</td>
<td>Online/In Class</td>
<td>Topic Presentations</td>
<td></td>
<td>All topic presentation outlines due</td>
</tr>
<tr>
<td>Dec 4</td>
<td>Online/In Class</td>
<td>Topic Presentations</td>
<td></td>
<td>Quiz #4 Online (25pt)</td>
</tr>
<tr>
<td>Dec 11</td>
<td>No class</td>
<td>No class/Final Project Due</td>
<td></td>
<td>Transformation Project Proposal</td>
</tr>
</tbody>
</table>

*Assignment opens in this week. All are due by the start of class the following week.
BIBLIOGRAPHY (Current References)


Master Syllabus as of Fall 2011


**BIBLIOGRAPHY (Older References)**


**Partial List of Social Work Journals Related to Global/International Issues:**

Ageing International
International Affair

Master Syllabus as of Fall 2011
International Family Planning Digest
International Family Planning Perspectives
International Journal of Aging and Human Development
International Journal of Children’s Rights
International Journal of Health Planning and Management
International Journal of Intercultural Relations
International Journal of Politics, Culture, and Society
International Journal of Social Economics
International Journal of Social Welfare
International Journal of Sociology and Social Policy
International Journal of Urban and Regional Research
International Migration Review
International Social Science Journal
International Social Work
Journal of International Comparative and Social Welfare
Studies in International Comparative Development
Women’s Studies International Forum

Media Sources:

- Washington Post: www.washingtonpost.com
- U.S. News and World Report: www.USNews.com
- Time: www.time.com
- The Wall Street Journal: www.wallstreetjournal.com
- Boston Globe: www.boston.com/globe/
- British Broadcasting Corporation: www.bbc.co.uk
- Center for Global Research (http://www.globalresearch.ca)
- Democracy Now!: www.democracynow.org
- Global Issues: www.globalissues.org
- Newsinsider: www.newsinsider.org
- The Guardian: www.guardian.co.uk/
- The Nation: www.thenation.com
- The Progressive: www.progressive.org
- Truth Out: www.truthout.org
- World News: www.worldnews.com
- Public Radio International: www.pri.org

WEB Sites:

Amnesty International
   http://www.amnesty.org/
Bureau of Justice Statistics
   http://www.ojp.usdoj.gov/bjs/
California Association of Human Relations Organizations

Master Syllabus as of Fall 2011
http://www.cahro.org/
FedStats: The gateway to statistics from over 100 U.S. Federal agencies
http://www.fedstats.gov/
Female Genital Mutilation Homepage
http://www.hollyfeld.org/fgm/index.html
International Association for Cross-Cultural Psychology
http://www.fit.edu/CampusLife/clubs-org/iaccp
International Social Service
www.iss.ssi.org/index.html
Online News Hour – Race Relations Reports
http://www.pbs.org/newshour/bb/race_relations/race_relations.html
Peace Corps
http://www.peacecorps.gov/indexf.cfm
Racism and Prejudice Psychological Perspectives
United Nations
http://www.un.org/
Department of Social Work
Code of Conduct for Social Work Students

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner, consistent with our profession’s Code of Ethics.

Preamble of the NASW Code of Ethics: The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons. While the values of the profession are codified in the NASW Code of Ethics, we feel that the following additional standards of behavior are to be exhibited as well by all students enrolled in our program:

1. **Accountability** – Attend class, arrive on time, return from breaks in a timely manner • Participate in activities and assignments in a level comparable to peers • Complete work in a timely fashion according to directions • Be prepared and engaged in the learning process.

2. **Respect** – Treat your peers, instructors, and all other persons with dignity and respect at all times • Listen while others are speaking • Give constructive feedback when appropriate • Approach conflict in a cooperative manner • Use positive and nonjudgmental language

3. **Confidentiality and Boundaries** – Treat any personal information that you hear (or read) about a peer or an instructor as strictly confidential • Maintain information shared in class as confidential • Use judgment in self-disclosing information of a personal nature in the classroom (Class time is not therapy or treatment – seek a referral if you need it) • Never use names of clients or disclose other identifying information • Exercise clear and appropriate boundaries between yourself, other students, your instructors, and in other professional relationships.
4. Competence – Apply yourself to all your academic pursuits with seriousness and conscientiousness • Meet deadlines given by your instructors • Constantly strive to learn and improve your abilities • Come to class prepared • Seek appropriate support when having difficulties • Take responsibility for the quality of completed tests and assignments • Strive to achieve greater awareness of personal issues that may impede your effectiveness with clients.

5. Diversity – Strive to become more open to people, ideas, and creeds that you are not familiar with Embrace diversity • Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc. • Exhibit a willingness to serve diverse groups of persons • Demonstrate an understanding of how values and culture interact.

6. Integrity – Practice honesty with yourself, your peers, and your instructors • Constantly strive to improve your abilities • Commit yourself to the academic discipline of citing other people’s work properly • Acknowledge areas where improvement is needed • Accept and benefit from constructive feedback.

7. Communication – Strive to improve both verbal and written communication skills as those skills are the benchmark for effective professional practice and helping relationships • Demonstrate appropriately assertive communication with peers and instructors • Practice positive, constructive, respectful and professional communication skills (both verbal and non-verbal) with peers, instructors and all other persons.

Adapted from Florida Atlantic University School of Social Work

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Students who violate these may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with academic and non-academic student issues when requested by faculty. The API is comprised of the various program directors and is chaired by the Department Head. The decisions or actions of the API are considered the final say of the department. Students may be disciplined or dismissed from the program for violation of this Code of Conduct. Students have the right to appeal any decision to the Dean of the College of Education and Human Services, as specified by university policy.

By signing below, I verify that I agree to abide by the standards of the NASW Code of Ethics and the Code of Conduct stated above.

___________________________________________ _______________________
Printed Name Date

____________________________________________
Signature

Master Syllabus as of Fall 2011