



Course Syllabus: Human Perspectives

College of Health Sciences and Human Services

Social Work Department

SOWK 3953- X10

Fall 2026

Contact Information

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COURSE DESCRIPTION

This course is designed to increase students' sensitivity and competency when interacting with people of various cultural backgrounds, values and issues. Students will explore how their own background, culture and values may color their perceptions and communication with others.

Further, students will learn of various assessment tools useful when working within a culturally sensitive framework.

COURSE OBJECTIVES

Upon completion of this course, the students should be able to:

Knowledge Dimension:

1. Describe how various populations have historically been discriminated against and oppressed (EPAS 2).

Value Dimension:

2. Examine current societal trends that impede upon people's access to services and justice (EPAS 2).

Skills Dimension:

3. Apply strengths-based approach that promotes social work practice among vulnerable populations (EPAS 2).
4. Utilize various systematic evaluation, and intervention strategies with respect to culture (EPAS 2).

Cognitive and Affective Dimension:

5. Analyze their own life experiences, the coloration of values and perceptions pertaining to human perspectives (EPAS 2).
6. Demonstrate understanding of a culturally sensitive and competent approach in dealing with human perspectives (EPAS 2).

Alignment of CSWE Core Competency, Course Objectives, Practice Behaviors, and Assignments

Core Competency	Course Objective	Practice Behavior	Assignment
Advance human rights and social, racial, economic, and environmental justice	All the course objectives	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	Assignments 1 and 2

Textbook & Instructional Materials

Marsiglia et al. (2021). *Diversity Oppression and Change: Culturally Grounded Social Work* (3rd ed.). Oxford University Press.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Study Hours and Tutoring Assistance

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

COURSE REQUIREMENTS

AI-Generated Submissions

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions (for example, ChatGPT) are not permitted (in both the discussion threads and in the assignments) and will be treated as plagiarism.

Exams

There will be two exams (each worth 40 points). Questions for the exams will be drawn from the assigned chapters. Although the instructor will assign specific pages from the textbook for the weekly discussions, it is the responsibility of the students to read all the assigned chapters thoroughly, so they are well-prepared for the exams. The exams will consist of multiple-choice questions and true or false statements.

Assignment # 1: Case Study (Meets EPAS 3):

The Meza family had been getting along well in the United States until the birth of their daughter, Minerva, who was born premature and, now at age 2, experiences some developmental

delays. In 1986, Mr. and Mrs. Meza applied to the amnesty program to legalize their immigrant status. They had been in the United States for many years, and their three oldest children, Enrique age 17, Myra age 15, and Esau age 11, are all U.S. citizens, having all been born here. During the application process, Mrs. Meza's mother, in the interior of Mexico, became very ill, and Mrs. Meza returned to Mexico to stay with her mother until her death 6 months later. Because of this visit, Mrs. Meza was not able to get her legal documents processed, although her husband was able to develop legal status.

Mr. Meza is grateful for the health insurance coverage he receives from the construction company that employs him; it covered much of the extensive hospitalization expense demanded by Minerva's premature birth. However, Mrs. Meza is not covered because she is not documented. Her lack of legal status often causes stress both for herself and her family, especially when she becomes ill and they have to pay for all her family, especially when she becomes ill and they have to pay for all her medical expenses. Also, the children are aware of other situations where parents are forced to return to Mexico due to lack of legal immigration status, and in many cases children are left in the United States with relatives. They fear that their mother can be deported if the Immigration and Naturalization Service (INS) finds out. The family also has been afraid to report unethical landlords who failed to return rental deposits as agreed or who had failed to address hazardous plumbing problems that violated housing codes and jeopardized family health. They were afraid that the landlords would report them to the INS.

Mrs. Meza, 42, worked until Minerva's birth at a dry cleaning establishment, where she was exposed to the fumes of toxic cleaning fluids. She feels that she should have obtained a safer job when she discovered she was pregnant. However, her undocumented status prevented her from easily finding other employment. In addition, her employer knew about her lack of documentation, yet paid her as well as others who worked there and were citizens. Moreover, the family had just recently purchased their first home and she was hesitant to seek new employment because she felt that no one would hire a pregnant woman.

Minerva has been hospitalized several times this year, just recently due to pneumonia. The doctor has also recently informed Mrs. Meza that Minerva very likely has cerebral palsy, and Mrs. Meza needs to attend meetings of the multidisciplinary team that oversees Minerva's care. Mrs. Meza feels that this disability is a way for God to punish her for not placing the health of

her unborn over her concern about meeting new house payments. Although she took good care of herself- took vitamins regularly, watched her diet, and tried not to work too hard- she only saw a doctor twice during her pregnancy.

Two months ago, Mrs. Meza returned to work, because the family desperately needed her income. Mr. Meza's mother, age 65, came from Mexico to babysit Minerva and help out with housework and meals. Although Grandma has really helped to lift the care giving burden from Mom, there have been communication issues and conflicts about methods of child care between Mrs. Meza and her mother-in-law. These problems are now causing marital conflict between Mr. and Mrs. Meza because he often sides with his mother. Because his mother raised 10 children, all of whom are healthy, according to her health care beliefs, he argues that she knows what she is doing.

Recently, a real problem arose when Mom picked up Minerva from Grandma, who had been asked to bathe and ready Minerva for a late afternoon appointment Mom had scheduled with the doctor, so she would not lose too much work. When the nurse asked Mom to undress Minerva, Mom discovered Minerva's chest had been wrapped in a poultice that smelled quite strongly. When the doctor asked what the poultice consisted of, Mom was embarrassed that she could not tell him. When the mustard-like substance was wiped away, the physician noted bruising on Minerva's rib cage. Mom was just as surprised as the physician and was not able to explain how the bruising occurred. A referral to Child Protective Services (CPS) resulted in a home call to the Meza household. Both Mr. and Mrs. Meza stayed home from work to try to sort out this embarrassing situation and to explain what had happened.

When Mom returned from the doctor's office, she nervously grilled the grandmother about the poultice. She discovered that the senior Mrs. Meza had taken it upon herself to take Minerva to a huesero (traditional healer) in a nearby barrio (neighborhood). This man is essentially a masseuse. Grandmother felt that if Minerva's chest was massaged, the phlegm that was causing so much congestion would be loosened and Minerva could breathe more easily. Mr. and Mrs. Meza went to visit the huesero, and he explained that he had only rubbed her chest as he normally would any client. He claimed that the child's lack of weight resulted in the bruising.

When all this information was shared with the CPS worker, he informed the family that they could never use this huesero again, and if they did, they would be charged with child abuse. Mr. Meza has informed his mother that she cannot undertake any kind of intervention without his knowledge. Mrs. Meza fears that more interactions with CPS might cause her to be identified as undocumented.

Although Mr. Meza is now more supportive of his wife, Mrs. Meza is constantly fearful about the care of Minerva. She calls home several times during the day and has demanded that both Enrique and Myra come home immediately after school each day to attend to Minerva's care. Enrique is a top student and is hoping that his grades and extracurricular activities, like his membership in the Science Club, will result in scholarship opportunities for college. He has a Saturday job tutoring children, which provides a little income. He understands his parents' concerns about Minerva, but feels it should be enough if Myra takes care of Minerva after school. He feels that he has been a good son and has not caused any problems for his parents. He also feels that his parents are not concerned about intruding on his college plans, and he has become irritable and almost disrespectful to his parents and to his grandmother.

Myra, on the other hand, is scared to take care of Minerva by herself, especially when Minerva is ill. She feels that she cannot depend on her grandmother to make correct choices about Minerva's care, particularly if Minerva starts to cough a lot. She also feels that Enrique is trying to dump all responsibility on her and feels that her parents have always let him get away from doing household chores because he is a boy. She has always had to do more around the house, like care for her younger brother, Esau, because he was very small. She feels it is really unfair that Mexican families do that with their children. The one time she voiced this sentiment her father told her she was acting like she no longer wanted to be Mexican.

Mrs. Meza has lost eight pounds in the 6 weeks since the child abuse report. She has noticed that the night sweats she was already experiencing have increased; she wakes up three to four times a night soaked with perspiration and finds herself exhausted at work the next day. She also feels overwhelmed and has had crying spells both at work and at home. She has tried to hide her feelings from her husband, but he is concerned that something is wrong with her. He wants her to see a doctor, but she feels that she does not want to call any attention to herself after what happened with the child abuse report. Often when she wakes up at night, she thinks about what

would happen to her family if she were forced to return to Mexico. She feels that this would destroy her family. Meanwhile, the visitor's permit Grandmother has used to come to the United States will expire soon. Should they try to renew it? Should she stop working? How will they pay their expenses with less income, especially now with the two oldest children costing more money? Maybe buying their home was a bad decision. Maybe the family is becoming too Americanized.

Source: Hutchison, E.D. (2003). Dimensions of Human Behavior (2nd ed.). CA: Sage Publications.

Guidelines:

Analyze the case study using the guidelines below. You are also welcome to incorporate additional course material to support your analysis.

1. **Identify and prioritize the family's concerns.** This family faces multiple, interrelated problems. Concisely describe these issues, then explain how you would prioritize them if you were the social worker working with this family. Justify your prioritization (e.g., safety, urgency, family goals, systemic barriers).
2. **Connect the case to broader research on undocumented immigrants.** This family's experience reflects challenges common to many undocumented immigrant families. Using empirical literature, examine the issues undocumented immigrants face, and explicitly connect each cited issue to specific details from the Meza family's case study. Support your analysis with concrete examples from the case, and incorporate relevant terminology and key concepts from the textbook where appropriate.

Requirements

The assignment must meet the following requirements:

1. Include a title page, and a references page.
2. Abstract is NOT required.
3. Double-space throughout, leaving a one-inch margin on all sides.
4. As permitted by APA, use an easily readable font such as, Times New Roman (12-point), or Calibri (11-point), or Arial (11-point), or Lucida Sans Unicode (10-point), or Georgia

(11-point). Whichever font you choose, you should use the same font and font size throughout the assignment.

5. Provide relevant section headings.
6. The required writing style is that of the *American Psychological Association* (APA) Publications Manual (7th ed.).
7. The assignment should not exceed 5–7 pages, including the cover page and reference page(s).
8. Use at least **4 scholarly (peer-reviewed) journal articles published within the last 5 years**. If you need further clarification on acceptable sources, details will be provided by email — either to you individually or to the class. **In addition to these scholarly sources, you must also cite the textbook, bringing the total number of references to at least 5.** APA format (7th edition) is required throughout the assignment.
9. **Please note:** assignments that do not meet the minimum source requirements — including the required number of peer-reviewed journal articles — will receive a grade no higher than a "C."
10. Review carefully the RUBRIC given at the end of the second assignment.

Note: The assignment (either a Word document or a PDF file) will be submitted in D2L Drop Box.

Assignment # 2: Group Assignment- Comparative Analysis of Health Care Systems- United States and a Country of Your Choice (Meets EPAS 2):

Students will be assigned to **small groups of two or three**, depending on class size. Groups will be formed based on the **class roster**. If you experience any difficulty working within your group, please inform the instructor **promptly**.

The purpose of this assignment is to help students critically examine the structure, accessibility, financing, and outcomes of the U.S. health care system in comparison with another country's health care system. Through this comparison, students will develop a deeper understanding of how health care systems reflect social values, political priorities, and economic conditions.

Instructions

Select **one country (other than the United States)** and compare its health care system with that of the United States. Your analysis should be well-organized, evidence-based, and supported by credible academic and policy sources.

Your paper should address the following components:

1. **Overview of Both Health Care Systems**
 - Brief description of the U.S. health care system
 - Overview of the selected country's health care system
2. **Financing and Organization**
 - How health care is funded (e.g., private insurance, public insurance, taxation)
 - Role of government vs. private sector
3. **Access and Coverage**
 - Who is covered and who is not?
 - Barriers to access (e.g., cost, geography, eligibility)
4. **Quality of Care and Health Outcomes**
 - Availability of services
 - Health outcomes (e.g., life expectancy, infant mortality, preventable deaths)
5. **Equity and Social Justice**
 - Impact on vulnerable or marginalized populations
 - How each system addresses (or fails to address) health disparities
6. **Strengths, Weaknesses, and Lessons Learned**
 - Key strengths and limitations of each system
 - What the U.S. could potentially learn from the other country's approach
7. **Conclusion**
 - Summary of key findings
 - Your critical reflections on which system better promotes health and well-being, and why

***Note:** The assignment must be submitted through the **D2L DropBox**. The **same group assignment should be submitted by each group member**. The assignment (either a Word document or a PDF file) will be submitted in D2L Drop Box.

Requirements:

The assignment must meet the following requirements:

1. Include a title page, and a references page.
2. Abstract is NOT required.
3. Double-space throughout, leaving a one-inch margin on all sides.

4. As permitted by APA, use an easily readable font such as, Times New Roman (12-point), or Calibri (11-point), or Arial (11-point), or Lucida Sans Unicode (10-point), or Georgia (11-point). Whichever font you choose, you should use the same font and font size throughout the assignment.
5. Provide relevant section headings.
6. The required writing style is that of the *American Psychological Association* (APA) Publications Manual (7th ed.).
7. The assignment should not exceed **5–7 pages**, including the cover page and reference page(s).
8. **Use at least 4 scholarly (peer-reviewed) journal articles published within the last 5 years.** If you need further clarification on acceptable sources, details will be provided by email — either to you individually or to the class. **In addition to these scholarly sources, you must also cite the textbook, bringing the total number of references to at least 5.** APA format (7th edition) is required throughout the assignment.
9. **Please note:** assignments that do not meet the minimum source requirements — including the required number of peer-reviewed journal articles — will receive a grade no higher than a "C."
10. The grade given to the group is the grade for each member of the group.
11. Review carefully the RUBRIC given below:

Rubric for ALL the Assignments

Criteria	Unsatisfactory	Struggling	Good	Proficient
Clarity	0-3 Ideas confusing, disconnected, and purpose is unclear.	3-6 Ideas somewhat clear, somewhat connected, and purpose is somewhat clear.	6-10 Ideas fairly clear, fairly connected, and purpose is fairly clear.	10-15 Ideas clear, well connected, and purpose is clear.

Criteria	Unsatisfactory	Struggling	Good	Proficient
Content	0-5 Less adequate or inadequate; citations are not connected or connected poorly	5-10 Somewhat adequate; citations are connected somewhat well	10-20 Adequate; citations are connected well	20-30 Comprehensive; citations are connected very well
Relevance	0-5 Sources are not relevant. Poor connection has been made between the sources and the points made by the writer(s).	5-10 Relevance of the sources is not obvious. Fair connection has been made between the sources and the points made by the writer(s).	10-15 Relevance of the sources is somewhat obvious; good connection has been made between the sources and the points made by the writer(s).	15-20 Peer-reviewed journal articles are within the last 5 years; relevance of the sources is obvious; excellent connection has been made between the sources and the points made by the writer(s).
Logic	0-5 The transition between ideas is extremely weak.	5-10 There are several weak transitions between ideas.	10-15 There are very few weak transitions between ideas.	15-20 There are clear and effective transitions between ideas.
Writing Mechanics	0-3 4 or more violations of APA format, grammar or punctuation.	3-6 No more than 3 violations of APA format, grammar or punctuation.	6-10 No more than 2 violations of APA format, grammar or punctuation.	10-15 Appropriate use of APA formatting and appropriate use of grammar and punctuation.

Grading:

Assignments	Points
Exam 1	40
Assignment # 1	100
Assignment # 2	100
Final Exam	40
Weekly Discussions (9x100)	900
Total Points	1180

GRADING SCALE

The total grade for the course is an accumulation of the points earned on each assignment. **The following letter grades are used:**

- A=90% of available points
- B=80-89% of available points
- C=70-79 % of available points
- D=60-69% of available points
- F=0-59% of available points

Social Work Program Grade Policy (this is ONLY for social work majors):

A course grade of **below a C** or an average of below 70% will be considered a **failing grade**. Students ***must repeat** social work **courses** in which they receive a grade of **D or F**.

***Note:** This grade policy is in effect since the Fall of 2020.

Homework

On account of the two assignments, there will only be ten weekly discussions posted in D2L Discussions Board. It is the responsibility of the students to check the course page in D2L regularly, so they do not miss the due dates for posting their responses. The discussion board is a mandatory component. Students are expected to participate in the weekly discussions actively during those ten weeks. Students are expected to write formally (no shorthand or text messaging abbreviations) and use APA format and referencing where appropriate. Thoughtful responses, constructive critique of fellow students, and meaningful participation are expected. Please keep in mind the discussion board is a formal assignment and part of your grade. ***If anyone fails to do the initial posts and fails to respond to peers' posts for any two weeks during the course will be dropped from the course.**

Late Work

If there is a legitimate reason, then late work may be accepted. But, unless there is an emergency, the instructor should be informed ahead of time.

Important Dates

Deadline for December graduates to file for graduation: September 21, 2026

Deadline for May graduates to file for graduation: October 5, 2026

Last Day to drop with a grade of “W:” November 23, 2026

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

In weekly discussions, please be respectful of one another's views. If you want to provide feedback to classmates' posts, please be constructive in your feedback.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial

aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy, may contact MSU's designated Pregnancy and Parenting Liaison to discuss support available through the University.

College Policies

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit <https://msutexas.edu/titleix/>

Campus Carry:

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter:

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

****Notice***

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

<i>Weeks</i>	<i>Chapters</i>	<i>Assignments</i>
Week 1- Week 3 August 24, Monday- September 11, Friday, 2026	• Part I: Cultural Diversity and Social Work: • Read chapters 1-3: ○ Chapter 1: Culture ○ Chapter 2: Cultural diversity, oppression, and action: A culturally grounded paradigm ○ Chapter 3: The intersectionality of race and ethnicity with other factors	N/A
Week 4- Week 7 September 12, Saturday- October 9, Friday, 2026	• Part II: Theories and Perspectives on Oppression: • Read chapters 4-7: ○ Chapter 4: Intersecting Social and Cultural Determinants of Health and Well-Being ○ Chapter 5: Evolutionary and Structural Functionalist Classical Theories ○ Chapter 6: Theoretical Perspectives on Diversity ○ Chapter 7: Social work perspectives: Social context, consciousness, and resiliency	First Exam (Chapters 1-6) October 3, Saturday (12.01 a.m.)- October 4, Sunday (11:59 p.m.)
Week 8- Week 9 October 10, Saturday- October 23, Friday, 2026	• Part III: Cultural Identities: • Read chapters 8 and 9	Assignment # 1 due by 11.59 p.m. on October 23, Friday (to be submitted in D2L DropBox)
Week 10- Week 16 October 24, Saturday- December 4, Friday, 2025 November 25- November 29, 2026 Thanksgiving Break	• Part IV: The Profession of Social Work Grounded in Culture: • Read chapters 10-12	Assignment # 2 due by 11.59 p.m. on November 20, Friday (to be submitted in D2L DropBox) Final Exam- (Chapters 7,8,11, and 12) December 5, Saturday (12.01 a.m.)- December 6, Sunday (11:59 p.m.)

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