I. COURSE DOMAIN AND BOUNDARIES

The purpose of this course is to develop practical skills in promoting social and economic development. The course is required in the Social and Economic Concentration.

In this course we view social and economic development as interrelated and often complementary. We view the world as a whole without dividing into developed and developing nations or regions. Throughout the course, evidence-based approaches are used for arriving at program strategies, policy recommendations, and best practices for both developing and developed societies. Foundational lectures frame the major social and economic development issues. The course is designed as an advanced collaborative graduate seminar in which students also play an active role in their learning.

During the course students are introduced to global goals for social and economic development, such as Sustainable Development Goals 2030 by the United Nations, Global Agenda for Social Work and Social Development by International Federation of Social Workers, International Association of Schools of Social Work and International Council on Social Welfare, and Grand Challenges for Social Work by American Academy for Social Work and Social Welfare. Students have the opportunity to analyze some of these global goals and specify their recommendations in the form of policy papers to global agencies. Students also have the opportunity to hear from leaders, activists, and academicians in the field locally and globally.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<p>| Demonstrate Ethical and Professional Behavior | C1 | Reinforce |
| Engage Diversity and Difference in Practice | C2 | Emphasize |</p>
<table>
<thead>
<tr>
<th>Advance Human Rights and social, economic and environmental justice</th>
<th>C3</th>
<th>Emphasize</th>
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</thead>
<tbody>
<tr>
<td>Engage in Practice-informed Research and Research-informed Practice</td>
<td>C4</td>
<td>Emphasize</td>
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<tr>
<td>Engage in Policy Practice</td>
<td>C5</td>
<td>Emphasize</td>
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<tr>
<td>Engage with individuals, families, groups, organizations and communities</td>
<td>C6</td>
<td>Reinforce</td>
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<tr>
<td>Assess individuals, families, groups, organizations and communities</td>
<td>C7</td>
<td>Emphasize</td>
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<tr>
<td>Intervene with individuals, families, groups, organizations and communities</td>
<td>C8</td>
<td>Emphasize</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations and communities</td>
<td>C9</td>
<td>Emphasize</td>
</tr>
</tbody>
</table>

### III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

[Student Handbook 2017-2018](#)

**Accommodations:** If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [English Language Program](#) (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the
Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and
Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS

Readings are on Blackboard and on reserve in the library. You can access Blackboard by using your University ID and PIN number. You should find the course on your Blackboard home page. We will review the use of Blackboard in the first class meeting.

A book that provides a good background to the theories we will discuss during the semester is, Midgley, James (2014). Social Development: Theory and Practice. Washington DC: Sage

It will be in reserve in Brown School Library but I also suggest you buy it.

VI. ORGANIZATION OF COURSE

This course will combine lectures by instructor, students and guest speakers with class, small group discussions, and video materials. The quality of class discussion will depend on student preparation, therefore it is imperative that students come to class having read the material assigned for that week and with prepared questions, comments and ideas to contribute. In addition to lectures, a significant portion of the class time will be spent in discussing and addressing problem areas.

VII. ROLE OF FACULTY AND STUDENTS

Instructor Role: The instructor will provide learning materials, inputs related to course content and serve as a facilitator in group discussions. She will strive to provide an open atmosphere where multiple viewpoints and perspectives can be shared in an environment of mutual respect for the opinions and feelings of others. She will also provide feedback on student work as appropriate. Students are encouraged to attend office hours or make an appointment to meet with
Instructor Aytakin to discuss questions, ideas or concerns during the course.

**Student Role:** Students are expected to attend all classes and to come prepared to discuss the assigned readings. Since this class relies heavily on student discussion and participation in small and large group activities, thorough preparation is extremely important. That means coming to class with questions and comments related to the readings. Class participation is essential and will be graded accordingly. Please notify the instructor before class if you will be absent. Absences should only be for urgent and unavoidable reasons. Students are responsible for completing all assignments on time and in proper form following standard writing conventions. **A 10% deduction per day will accrue on assignments turned in late.** Writing assistance can be found at the Brown School’s Communication Lab or the University’s Writing Center. It is the student’s responsibility to contact the instructor in case of any questions or problems related to the course. For this course, students will prepare an in-class oral presentations, which will be graded. Appropriate audio-visual materials (powerpoint, handouts, overheads, video, etc.) are encouraged for student presentations.

**VIII. ASSIGNMENTS AND GRADING CRITERIA**

Assignments are both individual and group assignments. Students and groups are expected to submit course assignments on time. The following is a description of the assignments for this course. Although these assignments will be discussed in detail throughout the course, it is important to take note of the specified grading criteria when completing assignments/papers. The grade for each assignment is calculated out of 100 possible points. Omission of the required elements of assignments will result in a lowered grade. Each assignment has a deadline. Points will be deducted for work turned in late (5 points deducted for each day late). Students that have been incapacitated by illness, injury, the birth of a child, the death of a family member, extraordinary caregiving, or other responsibilities should contact the instructor to negotiate new due dates for assignments prior to the scheduled due dates.

**Major assignments are as follows:**

Students as group will choose a particular global issue or one of the goals of Sustainable Development Goals of the United Nations to analyze it along with the policy issues identified in the course and develop policy paper that covers best practices from around the globe for this selected global issue. Students’ competency will be evaluated based on how well they apply the analytical tools and conceptual framework in order to analyze, evaluate, and suggest changes in a particular issue that they choose. There are five assignments for this course, 2 (two) written assignments, 2 (two) presentations and in-class quizzes (3). In all the written assignments, students should follow guidelines contained in the APA Publication Manual or in the Chicago Manual of Style.

**The course will have 5 types of assignments.**

1. **Assignment # 1: Group Presentation (10%)**

Groups will have 2nd half of the class starting from the 3rd week of the course to make their presentations. Groups are free in selecting types and style in introduction of the goals: they can use slides, group discussions and etc. to facilitate the introduction. During the second class
students will have chance to choose goals to discuss. As a group select below one of the Sustainable Development Goals of your choice and analyze it by discussing the following:

**Below are Sustainable Development Goals (SDGs) to choose from:**

1. Sustainable Development Goal 6: Clean Water and Sanitation
2. Sustainable Development Goal 7: Affordable and Clean Energy
3. Sustainable Development Goal 9: Industry, Innovation and Infrastructure
4. Sustainable Development Goal 10: Sustainable Cities and Communities
5. Sustainable Development Goal 11: Responsible Consumption and Production
6. Sustainable Development Goal 13: Climate Action
7. Sustainable Development Goal 14: Life Below Water
8. Sustainable Development Goal 15: Life on Land

**Here are the guidelines to develop your presentations:**

1. Description of the goal, its purpose, objectives, and current status;
2. Core values (example, equality, equity, adequacy, social justice) reflected in this goal/policy;
3. Choices (including value choices) made regarding:
   a) Allocations (include demographic profile of recipients);
   b) Delivery globally (in the UN) and in countries: the structure that oversee its implementation: structure, location, number of staff involved, contacts;
   c) Financing and funding.
4. Your assessment of strengths and weaknesses of this goal/policy.

2. **Assignment # 2: Policy briefs (15%). Due on February 15th, 2017 at 11:59pm via Blackboard**

This is an individual assignment. Every student is required to develop a policy brief for the topic they are interested and think to work on in the future. In the filed working towards change, policy briefs are often needed for advocacy and lobbying. They are recommended to use as a dissemination tool among politicians and business people as they are usually very busy people and have limited time. Policy briefs are short statements, usually between 700-1500 words, which describe issues, findings of research if available, and future directions for policies and services. For this assignment we will do the short version of the policy brief with maximum 700 words. **Your policy briefs should not be more than 700 words with selected sources/references.** There are many options and versions of the policy briefs. There are few samples of policy briefs and guidelines on structuring your policy brief in Blackboard in Policy Brief sub-folder of **GUIDELINES FOR ASSIGNMENTS** folder. Your policy brief needs to have the following sections:
POLICY BRIEF
Short title of your issues

Names of authors

Full Title:

Statement of Issue and Goal:

Policy Alternative:

XX Policy Concept Generally:

XXX Policy Concept for this issue/country/group:

Selected sources for introduction to XXX:

3. Assignment # 3: Policy paper for a selected SDG (25%). Due on March 22th, 2017 at 11:59pm via Blackboard

Groups will choose one of the SGDs and will develop set of policy recommendations to revise, improve or change the SDG. To suggest policy alternative, groups need to review the best practices from around the world or come up if that policy/best practice/intervention does not exists. In this document groups need to develop double space 15-pages policy paper. After grading and upon instructor’s comments, groups should send the policy paper to the structure which monitor this particular SDG. Groups can either CC instructor to this email or forward it to her later. The detailed instruction/guidelines for the policy paper will be placed on the Blackboard and will be distributed in the class.

The list of Sustainable Development Goals (SDGs) for this assignment are below:

- Sustainable Development Goal 1: No poverty
- Sustainable Development Goal 2: Zero hunger
- Sustainable Development Goal 3: Good health and wellbeing
- Sustainable Development Goal 4: Quality Education
- Sustainable Development Goal 5: Gender Equality
- Sustainable Development Goal 8: Decent Work and Economic Growth
- Sustainable Development Goal 10: Reduced Inequalities
- Sustainable Development Goal 16: Pease, Justice and Institutions
- Sustainable Development Goal 6: Clean Water and Sanitation
- Sustainable Development Goal 7: Affordable and Clean Energy
- Sustainable Development Goal 9: Industry, Innovation and Infrastructure
- Sustainable Development Goal 10: Sustainable Cities and Communities
- Sustainable Development Goal 11: Responsible Consumption and Production
- Sustainable Development Goal 13: Climate Action
4. **Assignment # 4: Presentation of policy paper to the class (10%)**

Groups will present their policy papers to the class. Groups are free again to choose style, and format of the presentation. **PLEASE REMEMBER TO TALK ABOUT YOUR EXPERIENCE EMAILING POLICY PAPER TO THE STRUCTURE RESPONSIBLE FOR YOUR SDG AND MENTION IF THERE IS ANY RESPONSE IN YOUR PRESENTATIONS**

5. **Assignment 5: In-class quizzes (30%). Every 5th week throughout the course**

Students will take 3 quizzes throughout the course. Each quiz worth 10% of the total points. All together quizzes will constitute 30% of total points. In the beginning of the class instructor will distribute quizzes and students will have 30 minutes to answer questions. Questions for quiz will be distributed beforehand that students can have time for preparation. Randomly selected questions from home given questions will be in the quiz. The questions will come from the readings. Make sure you read every required reading for the class.

6. **Attendance and class participation (10%)**

**Class attendance:**

Since the topics are built on each other, students will get lost unless they attend consistently. Attendance will be taken at each class session. When students must miss class, they are required to contact the instructor.

**Class participation:**

Active class participation is expected. Student participation is critical to the success of the class discussion. I expect that students will complete all readings and come to class prepared to share their thoughts and views on readings as well as more broadly discuss the topics, themes, and/or current events that arise around each week’s topic. Notes will be made about each student’s class participation and presentation and will be reflected in his/her course grade.

**PROFESSIONAL USE OF TECHNOLOGY DURING CLASS:** While note-taking on computers can be an appropriate learning tool, it can also detract from attention to class discussions and the quality of participation. The instructor retains the right to ask students to not use computers during portions of the class. At all times, students are encouraged to consider the impact of their in-class use of computers on the learning environment for themselves, their classmates and the instructor. Texting, checking e-mail or using the computer or internet for personal or non-class related purposes during class time is never appropriate and will be immediately addressed by the instructor. For additional information, please refer to the Brown School policy for electronic devices in the classroom in the student handbook section of Inside Brown.
English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Grading Criteria and Weightings toward Final Course Grade:

First assignment (groups): Presentation of selected goal/topic relevant to this goal ............ 10%
Second assignment (individual): Policy brief.................................................................15%
Third assignment (group): Policy paper..........................................................................25%
Fourth assignment (group): Policy paper presentation.....................................................10%
Quizzes (individual)........................................................................................................30%
Class participation/presentation (individual)....................................................................10%

| Total | ......................................................................................................................... | 100% |

Grading scale

The overall grade will be calculated according to the following scale:

A = 95 and above A- = 90-94%
B+ = 87-89% B = 84-86% B- = 80-83%
C+ = 77-79% C = 74-76% C- = 70-73%
D+ = 67-69% D = 64-66% D- = 60-63%
F=<60%

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

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<th>COMPETENCIES</th>
<th>DIMENSIONS MEASURED</th>
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<td>Graded assignments</td>
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<td>C2, C3, C6</td>
<td>Skills, Knowledge, Cognitive and Affective Processes</td>
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<td>Individual policy briefs</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Skills, Knowledge, Values, Cognitive and Affective Processes</td>
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<tr>
<td>Activity</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8, C9</td>
<td>Skills, Knowledge, Values, Cognitive and Affective Processes</td>
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<td>Group policy papers</td>
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<td>Policy paper group presentations</td>
<td>C1, C2, C3, C6, C7, C9</td>
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<td>Individual In-class quizzes</td>
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<td>Weekly class participation, discussion &amp; work in group</td>
<td>C1, C2, C3, C6, C7, C9</td>
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</table>
X. COURSE OUTLINE

Week 1. January 18 Introduction

Objective: Review of course syllabus, explanation of assignments and personal introductions. Introduction to social and economic development. Group work.

Reading:

Midgley, J. (2014). Chapters 1 & 2;
Articles for this session are on blackboard

Week 2. January 25 Theories in Social and Economic Development

Objective: This session will briefly cover some prominent theories of social and economic development. Student will also have a chance to discuss theories in group work as a group.

Reading:

Midgley, J. (2014). Chapters 3 & 4;
Articles for this session are on blackboard

Week 3. February 1 3.1 Global social and economic development policies; 3.2 Inequality

Objective: The session will be allocated to a review of the large scale global policies in social development such as Sustainable Development Goals, Grand Challenges of Social Work and Global Agenda for Social Work and Social Development and etc. After the general discussion on global policy, the session also will discuss inequality, various measurements of the inequality and will cover review of the current situation of the global inequality. The session also will cover effect of inequality on different vulnerable groups such as children, women, youth, people with disabilities, and etc. In the second part of the class, student groups will present their selected SDG to the class.

Reading:

Articles for this session are on blackboard

Week 4. February 8 Hunger and Food Security

Objective: This class will cover situation of the hunger and food security globally and its impact on countries, communities or individuals. In the second part of the class, student groups will present their selected SDG to the class.
Week 5. February 15    Health and Wellbeing    POLICY BRIEFS ARE DUE

Objective: This session will be devoted to the status of health around the globe. The session also will briefly look at the best models of the health care systems in the world. In the second part of the class, groups will present analysis of their selected SDG to the class.

Week 6. February 22    Quality Education and Human Capital    QUIZ # 1

Objective: This session will cover achievements and challenges in education from the global perspective and trends in human capital investment. In the second part of the class, groups will present analysis of their selected SDG to the class.

Week 7. March 1    Gender Equality

Objective: The session will cover topic of gender equality, its definition, history and its current situation. In the second part of the class, groups will present analysis of their selected SDG to the class.

Week 8. March 8    Decent work and economic growth

Objective: This session will discuss definition, importance of decent work and its role in economic growth today. In the second part of the class, groups will present analysis of their selected SDG to the class.

Reading:
Midgley, J. (2014). Chapter 8: Microenterprise, Microfinance and Social Development

Articles for this session are on blackboard
Week 9. March 15 No Class Spring Break

Week 10. March 22  Wars and conflicts  POLICY PAPERS ARE DUE

Objective: This session is devoted to current active major wars and conflicts, their role in social and economic development. The session will also discuss global activities to achieve the peace. In the second part of the class, groups will present analysis of their selected SDG to the class.

Reading:
Articles for this session are on blackboard

Week 11. March 29  Justice and Strong Institutions

Objective: Students will be introduced to the importance of the rule of law, justice and role of the strong institutions. They will be able to understand importance of justice and strong institutions in achieving sustainable social and economic development. Student will have chance to hear from the activists working in fighting for justice globally by Skype call.

In the second part of the class, groups will present analysis of their selected SDG to the class.

Reading:
Midgley, J. (2014). Chapter 6: Social Capital, Communities and Social Development
Articles for this session are on blackboard

Week 12. April 5  Role of transparency in social and economic development  QUIZ# 2

Objective: The purpose of this class is to discuss the importance of the transparency in social and economic development and look at best practices where transparency played an important role for growth and development. This session will also discuss role of strong institutions in maintaining transparency in society. The session will also have guest speaker by skype call which will talk about transparency and development.

Reading:
Articles for this session are on blackboard

Page 74: ASAN service from Azerbaijan. One-stop public service shops: ASAN


REMEMBER TO EMAIL YOUR POLICY PAPERS TO THE STRUCTURE THAT IS RESPONSIBLE FOR YOUR SDG

Week 13. April 12  Role of Social workers in social and economic development
Objective: The purpose of this session is to give students information about involvement of social workers in social and economic issues on global level. They will have chance to discuss the Global Agenda for Social Work and Social Development by IFSW, IASSW, ICSW. This session will also have guest speaker from IFSW which will talk to students via Skype.

Reading:


Articles for this session are on blackboard

POLICY PAPER GROUP PRESENTATIONS. IN YOUR PRESENTATIONS PLEASE REMEMBER TO TALK ABOUT YOUR EXPERIENCE EMAILING POLICY PAPER TO THE STRUCTURE RESPONSIBLE FOR YOUR SDG AND MENTION IF THERE IS ANY FEEDBACK.

Week 14. April 19  Resources and social and economic development

Objective: The purpose of this session is to discuss issues which are unique to countries which are abundant with natural resources such as oil, gas and minerals. The students will find out about the differences between development in resource-rich and resource-poor countries, including developed and developing resource-rich countries. In the second part of the class, groups will present their policy papers.

Reading:

Articles for this session are on blackboard

POLICY PAPER GROUP PRESENTATIONS. IN YOUR PRESENTATIONS PLEASE REMEMBER TO TALK ABOUT YOUR EXPERIENCE EMAILING POLICY PAPER TO THE STRUCTURE RESPONSIBLE FOR YOUR SDG AND MENTION IF THERE IS ANY FEEDBACK.

Week 15. April 26  Grand challenges for social work

Objective: This session will discuss the Grand Challenges for Social Work which is American Academy for Social Work and Social Welfare. Students will hear from the guest speaker as well.

POLICY PAPER GROUP PRESENTATIONS. IN YOUR PRESENTATIONS PLEASE REMEMBER TO TALK ABOUT YOUR EXPERIENCE EMAILING POLICY PAPER TO THE STRUCTURE RESPONSIBLE FOR YOUR SDG AND MENTION IF THERE IS ANY FEEDBACK.
Reading:
Articles for this session are on blackboard

**Week 16. May 3**  **Grand challenges for social work**  **QUIZ # 3**

Objective: In this session we will continue with the Grand Challenges for Social Work. During this class we will look at the current situation of the theme and summary of activities implemented until today. Students will also do course evaluation.

**Last day of course**