

San José State University
School of Social Work
ScWk 214, HBSE II, Section 4, Spring, 2012

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Class Days/Time:	Wednesday 6pm-8:45pm
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Faculty Web Page and MYSJSU Messaging (optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my [faculty web page](http://www.sjsu.edu/people/ruth.jacobsen) at <http://www.sjsu.edu/people/ruth.jacobsen> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor). When emailing me you must include in the subject line the SCWK 112 if you wish to have a responds.

Catalog Description

Systems theory and the ecological model presented with transcultural perspectives from infancy to the end of adult life cycle. Emphasizes behavior in groups, communities and organizations with a focus on Latino/as, African-Americans, Asian-Americans and other diverse and oppressed populations. Three units. Prerequisite: ScWk 212.

Course Description

ScWk 214 is the second of two foundation courses in Human Behavior in the Social Environment (HBSE). The primary theoretical foundations utilized are systems theory and the ecological model, which view human behavior as an outcome of biological, psychological, familial factors in transaction with social, economic, political and cultural contexts and forces.

In ScWk 214, a special focus is given to transcultural perspectives within the contexts of mezzo and macro social work including families, small primary groups and communities in relation to the environment. In this context, students learn about theories relevant to groups, organizations, institutions, and communities.

Special attention is given to marginalized and oppressed groups, and populations-at-risk (i.e., populations of color, women, gay men, lesbian women, and bisexual and transgender populations, children, youth, the elderly, and people with disabilities).

Moreover, ethics, values, and commitment implicit in the application of these knowledge areas in social work practice are considered. This course provides a theoretical linkage to practice content offered in ScWk 221, Transculturalist Generalist Practice II.
Prerequisites: ScWk 212.

Course Student Learning Objectives

The following Competencies/Program Objectives (PO) are realized through this course:

PO 7. *Apply knowledge of human behavior and the social environment*

PO 4. *Engage diversity and difference in practice*

PO 3. *Apply critical thinking to inform and communicate professional judgments*

Upon completion of SCWK 214 the social work student will be able to:

1. Understand theoretical frameworks used in social work, including systems theory and the ecological perspective, and how these apply to interactions involving groups, organizations and communities. P O. 7 (a,b) (Theoretical frameworks)
2. Demonstrate knowledge of other theories related to mezzo and macro systems, including theories related to groups, organizations, communities and social movements. PO. 7 (a,b) (Theoretical Frameworks)
3. Apply a systems, ecological, and transcultural perspective to analyze the background, functioning, and opportunities for assessing and improving effectiveness of a group, organization, or community. PO: 7 (a) (Theoretical Frameworks), PO. 4 (a,b,c,d) (Diversity), PO. 3 (a,c) (Critical Thinking)
4. Understand concepts related to social justice, social movements, and frameworks for facilitating change to redress dynamics of discrimination, oppression, and economic deprivation. PO. 4 (a,b,c,d) (Diversity), PO. 3 (a,c) (Critical Thinking)
5. Identify and critically analyze theory related to a group, organization, or community, including its empirical base and utility in working with diverse populations. Program Objectives: PO. 7 (a,b) (Theoretical Framework), PO. 4 (a,b,c,d) (Diversity), PO. 3 (a,c) (Critical Thinking)
6. Demonstrate the ability to critically appraise, integrate and apply multiple sources of knowledge, including research-based knowledge and practice wisdom, as well as demonstrate effective oral and written communication skills. PO. 3 (a,c) (Critical Thinking)

Required Texts/Readings

Textbook

Hutchison, E. D. (2011). *Dimensions of human behavior: Person and environment* (4th ed.). Thousand Oaks, CA: Sage.

Paul, R., & Elder, L. (2006). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, CA: Foundation for Critical Thinking.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Reader: See topic outline and assignments for other required readings. The ScWk 214 course reader may be purchased at Maple Press, 481 East San Carlos Street, San

Jose, CA, between 10th and 11th Streets, 408-297-1000.

Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Teresa Slobuski 408-808-2318 or Teresa.Slobuski@sjsu.edu.

Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

1. Assignment	2. Points	3. Learning Objective/Competency
4. Outline for term paper	5. 10	SLO: 1, 2,3,5,6
Examination # 1	8. 15	SLO; 1,2,3
Examination # 2	11. 15	SLO: 1,2,3
Theory Term Paper	14. 30	SLO: 1,2,3,5,6
Student Presentation	17. 15	SLO: 1,2,3,4,5,6
Class Participation	20. 10	SLO: 1,2,3,4,5,6,7

Penalty for Late Work All assignments will be turned at the start of class by the due date. Assignments turned in after the due date will be subject to an automatic 5% deduction. Errors in spelling, grammar and syntax will also be subject to a grade penalty.

Assignment 1 – Special Project Paper Outline

The purpose of this paper is to allow students to begin thinking about their special project paper which is an organizational analysis. Students should select a social service organization or an organization that is otherwise concerned with social issues and social justice. Students should consider issues of access when selecting an organization, but should **not** choose entities such as current or past employers, a group they have actually led or organized, or a community in which they are clearly a member. Students must advise the instructor of their proposed topic, and obtain approval before starting the project.

In this outline students need to identify a) a group or community or an organization that they would like to analyze, b) a key personnel (s) that they would interview to get information about the group, community or organization of their choosing, c) an interview schedule to be used in the interview and d) three resources outside the textbook or reader that is relevant to the analysis.

*Each outline should be no more than 2 typed, double-spaced pages. APA format is required for all papers. **Due Session 7: February 29***

Assignment 2 – Theory Term Paper

In this project the student will carry out a critical analysis of a group, organization or community.

The analysis should include content on:

- 1) The history and purpose of the organization,
- 2) How the organization operates including its structure, management, goals, and processes; how diversity is reflected/addressed in the organization; how the organization addresses problems or challenges, and its current functioning; and
- 3) Where you believe your selected organization will be heading in the future as well as suggestions you would make for optimizing its outlook implications and recommendations.

Students must schedule at least one interview with (a) representative(s) of the organization that is the focus of the project. There should be at least three relevant pieces of research and references included in your analysis, outside of the textbook or reader. Be sure to include applicable HBSE related theories and concepts in your analysis.

*Papers should be 6-8 double-spaced pages in length excluding references. **Due Session 16: May 9***

Examinations 1&2

The examinations will be in-class and open book/notes. They will consist of a combination of true/false and multiple-choice questions and essay question. Content will be derived from class lectures, assigned readings, and other course content including videos and student presentations. Students will have up to 45 minutes to complete the exam.

Examination #1 is scheduled for Session 8: March 14.

Examination #2 is scheduled for Session 14: April 25.

Student In-Class Presentations

During sessions 4 to 16 students will be scheduled to make a presentation on a topic and theory related to subject matter for the particular class session. The presentation should involve research and exploration and not just involve a summary about your own experience, group or affiliation. *Each presentation must integrate application of appropriate theory.*

Students are encouraged to present in groups of two or three, with the requirement that each student participate in the presentation process and be prepared to respond to questions. Individual presentations are also acceptable. A sign-up sheet will be distributed to schedule the student presentations. **Group presentations will be approximately 20 minutes with 5 minutes for questions. Individual presentations will be approximately 12 minutes with 3 minutes for questions.** Presentations should be well-organized and professional. Students who would like to arrange for additional time for special activities or illustrations should make arrangements in advance.

The proposed topic should be listed on the sign-up sheet so that others presenting on the same day do not duplicate content areas. Students must sign up and list the topic on the sign up sheet no later than one week prior to their scheduled presentation. Students who cancel or postpone their scheduled presentations less than one week prior to their scheduled date will be penalized **1 to 2** points from their total score on the assignment. Students who sign up for the **first or second week of presentations will be given one additional bonus point.**

Class Participation:

Students will be assessed on the *frequency, quality, and depth* of their participation in class discussions. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. To minimize class disruptions please arrive prior to the start of class. As part of class participation, students are expected to critically analyze information that is presented and discussed, bring examples and applications of the concepts being covered, be prepared to discuss the assigned readings, and provide additional insights on issues from their specialized knowledge and expertise. **Just class attendance does not count towards class participation points.**

APA Format and Writing Requirements:

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional.* All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

Grading

The grading and evaluation distribution for the class is outlined below.

Percentage	Grade
97-100%	A +
93-96%	A
90-92%	A -
87-89%	B +
83-86%	B
80-82%	B -
77-79%	C +
73-76%	C
70-72%	C -
67-69%	D +
63-66%	D
60-62%	D -
Below 60%	F

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

School of Social Work Policies

School of Social Work Writing Policy

The Instructor will return selected assignments (as specified elsewhere in the syllabus) ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

A unique error is an error that will be counted 1 time. For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

University Resources

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

ScWk 214 / HBSE II, Spring 2012, Course Schedule

This schedule is subject to change with fair notice. I will announce any changes in class.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 25	<u>Course Introduction</u> Course overview, expectations, schedule and content. Identification of issues related to mezzo and macro systems and the concepts of groups, organizations and communities. Overview of shifting paradigms related to populations-at-risk and transcultural social work. Critical thinking about use of self and about evaluating theory and research related to groups, organizations, and communities.
2	February 1	<u>The Nature of Human Experience: Understanding Groups, Communities, and Organizations</u> Overview of systems theory and the ecological perspective as they relate to groups, communities and organizations. <u>Assigned Reading:</u> Gambrill, E. (1997). Organizations and communities. In <i>Social work practice: A critical thinker's guide</i> (pp. 591-613). New York: Oxford University Press.
3	February 8	<u>Historical Developments in Group Work</u> Historical and theoretical perspectives related to small groups, task groups and social groups; traditional and alternative perspectives on groups; stage theory and models of groups; marginalized groups and social group empowerment; group dynamics. Student Presentation

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Assigned Readings:</u> Cramer, E. P. (2003). Small groups. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (2nd ed., pp. 437-470). Thousand Oaks, CA: Sage.</p> <p>Corey, G. (2008). Cognitive behavioral approaches to groups. In <i>Theory & Practice of Group Counseling</i> (7th ed., pp. 338-375). Belmont, CA: Thomson Higher Education.</p>
4	February 15	<p><u>Issues Related to Social Group memberships</u> Understanding theories related to social group membership and ideas related to social capital, intersections of multiple social group memberships, and how positionality impacts human experience. Working with diverse populations in group contexts. Understanding dynamics of privilege, power and oppression. Student presentations.</p> <p><u>Assigned Readings:</u> Green, J. W. (1995). Cross cultural problem resolution. In <i>Cultural awareness in the human services: A multi-ethnic approach</i> (2nd ed., pp. 157-189). Boston, Massachusetts: Allyn and Bacon.</p> <p>Landhäußer, S. and Ziegler, H. (2006). Social Capital. <i>Social Work & Society</i>, 4(1), 205-208.</p>
5	February 22	<p><u>Perspectives on Organizations</u> Historical and theoretical perspectives related to organizations; traditional and alternative perspectives on organizations; the role of organizations in empowering or disempowering client systems; organizational development from a transcultural perspective. Student presentations.</p> <p><u>Assigned Reading:</u> Hutchison, E. D. (2003). Formal organizations. In E.D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (2nd ed., pp. 471-505). Thousand Oaks, CA: Sage.</p> <p>Nybell, L. M., & Gray, S. S. (2004). Race, place, space: Meanings of cultural competence in three child welfare agencies. <i>Social Work</i>, 49(1), 17-26.</p>
6	February 29	<p><u>Transcultural Social Work in an Organizational Context</u> Models of transcultural social work in community based, nonprofit organizations and community organizing across cultural groups. Organizational culture and the impact on clients, staff and</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>communities. The role of critical thinking in organizational practice. The role of organizations in facilitating social change. Student presentations.</p> <p>Note: <u>Project paper outline due today</u></p> <p><u>Assigned Reading:</u> Kantambu, L. J., & Blanchard, A. (1997). Empowering staff in a “poverty agency”: An organizational development intervention. <i>Journal of Community Practice</i>, 4(3), 59-75.</p> <p>Netting, F. E., & O’Connor, M.K. (2003). Leadership, critical thinking, and self-awareness in organizational practice. In <i>Organization practice: A social worker’s guide to understanding human services</i> (pp. 49-69). Boston: Allyn and Bacon.</p>
7	March 7	<p><u>Social Welfare Organizations</u> Understanding social welfare and social service delivery systems. Welfare reform and important considerations for marginalized populations and for social service agencies. Understanding social structures, trends in social institutions, and social inequality. Using an ethnographic model of investigation and inquiry.</p> <p><u>Assigned Readings:</u> Green, J. W. (1995). Language and cross-cultural social work. In <i>Cultural awareness in the human services: A multi-ethnic approach</i> (2nd ed., pp. 117-155). Boston, MA: Allyn and Bacon.</p> <p>Hutchison, E. D., & Waldbillig, A. (2003). Social institutions and social structure. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (2nd ed., pp. 356-404). Thousand Oaks, CA: Sage.</p>
8	March 14	<p>Examination # 1 will be given during the 45 minutes of class. After the exam there will be student presentations and a discussion about transcultural issues in social work.</p>
9	March 21	<p><u>Historical Perspectives on Communities</u> Historical and theoretical perspectives on communities; the community as a social system; traditional and alternative perspectives on communities; community oppression, resilience and social movements; contrasting models of social work practice with communities. Student Presentations</p> <p><u>Assigned Readings:</u> Hutchison, E.D. (2003). Communities. In E.D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (2nd ed., pp. 507-539). Thousand Oaks, CA: Sage.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Longres, J. (1995). Diversity in Community life. In <i>Human behavior and the social environment</i> (2 nd ed., pp. 70-102). Itasca, Illinois: F.E Peacock Publishers
10	March 28	Spring Break from March 26-March 30.
11	April 4	<p><u>Issues of Ethnically and Racially Oppressed Communities</u> Building a critical knowledge base about environmental and societal forces that promote and perpetuate oppression based on race and ethnicity. Frameworks for analyzing and changing power dynamics. Working effectively in multicultural environments. Student presentations.</p> <p><u>Assigned Reading:</u> Hohman, M.S. (2004). Understanding the challenge to change. In <i>Promoting community change: Making it happen in the real world</i> (3rd ed., pp. 4-31). Itasca, Illinois: F.E Peacock Publishers. Gutierrez, L., Alvarez, A. R., Nemon, H., & Lewis, E. A. (1996). Multicultural community organizing: A strategy for change. <i>Social Work, 4</i>(3), 501-508.</p>
12	April 11	<p><u>Issues of Social Class, and Social Justice: The Struggle to Change Environments</u> Class issues related to unemployment and underemployment, poverty, homelessness, and surviving in a material-base society. Social environments that prevent or promote violence, substance abuse and political persecution and social injustice. Community resilience and the search for empowerment. Social movement theory. Social work macro perspectives in organizing against social and economic injustices. International perspectives in social and economic justice. Student presentations.</p> <p><u>Assigned Reading:</u> Hutchison, E.D. (2003). Social Movements. In E.D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (2nd ed., pp. 541-571). Thousand Oaks, CA: Sage. Themba, M. (1999). Plotting a course: Lessons from the front line. In <i>Making policy, making choice: How communities are taking the law into their own hands</i> (pp. 81-114). Berkeley, CA: Chardon Press. Polack, R. J. (2004). Social justice and the global economy: New challenges for social work in the 21st century. <i>Social work,</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		49(2), 281-290.
13	April 18	<p><u>Gender Issues, Sexual Orientation and Transgender Populations: Mezzo and Macro Considerations</u> Changing roles of women and men; challenging stereotypes and oppressive values toward transgendered people; social movements that organize against androcentric values and practices. Understanding the gender system and the role of gender politics in social service delivery structures; challenging bias in social systems and institutions based on gender or sexual orientation. Environmental risk factors (e.g., related to poverty, violence and other forms of abuse). Student presentations.</p> <p><u>Assigned Reading:</u></p> <p>McPhail, B.A. (2004). Questioning gender and sexuality binaries: What queer theorists, transgendered individuals, and sex researchers can teach social work. <i>Journal of Gay & Lesbian Social Services, 17</i>(1), 3-21.</p> <p>Jensen, R. (1997). Men’s lives and feminist theory. In Diana Kendall, <i>Race, class and gender in a diverse society</i> (pp.419-430). Boston, MA: Allyn and Bacon.</p> <p>Moore, L. S.; Dietz, T. J., & Jenkins, D. A. (1996). Beyond the classroom: Taking action against heterosexism. <i>Journal of gay and lesbian social services, 5</i>(4), 87-98.</p>
14	April 25	<p><u>Synthesis: Linking Theory to Practice and Program Development</u> Using the “logic model” to conceptualize, implement and evaluate group, organizational and community intervention. Relationship of theoretical frameworks to social work practice on micro, mezzo and macro levels. Student presentations.</p> <p><u>Examination #2 will be given during the first 30 - 45 minutes of class today.</u></p> <p><u>Assigned Reading:</u></p> <p>Goldman, K. D., & Schmalz, K. J. (2006). Logic models: The picture worth ten thousand words. <i>Health Promotion Practice, 7</i>(1), 8-12</p>
15	May 2	<p><u>Synthesis: Collaboration Across Systems</u> Facilitating cross systems collaboration illustrated by efforts to build bridges between substance abuse and child welfare systems. Barriers</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>and opportunities for collaboration between systems. Student presentations.</p> <p><u>Assigned Reading:</u> Drabble, L. (2007). Pathways to collaboration: Exploring values and collaborative practice between child welfare and substance abuse treatment fields. <i>Child Maltreatment</i>, 12(1), 31-42. Moya Salas, L., Sen, S. & Segal, E.A. (2010). Critical Theory: Pathway from dichotomous to integrated social work practice. <i>Families in Society</i>, 9(1), 1-6. doi: 101606/1044-3894.3961</p>
16	May 9	<p><u>Toward a Professional Vision of Social Work</u> Discussion of integrating theory into practice across systems. Final student presentations. Wrap-up and Student presentation. <i>Special Project Paper due today</i></p>