

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW514 & SW515- Human Behavior and the Social Environment I & II**  
Course Outline  
Spring 2005 – SW515

Instructor: Andrea K. McCarter, CMSW  
Class Location: 209 Henson Hall  
Class Meeting: Wednesday 3:35-6:35pm  
Office Hours: Wednesday 12:30-3:30pm  
Phone: 865-803-9336  
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**Texts**

Ashford, J.B., Lecory, C.S., & Lortie, K.L. (2001). *Human Behavior in the Social Environment: A Multi-dimensional Perspective*. Pacific Grove, CA: Brooks/Cole.

Kirst-Ashman. (2000). *Human Behavior, Communities, Organizations and Groups in the Macro Social Environment: An Empowerment Approach*. Pacific Grove, CA: Brooks/Cole.

**Course Requirements**

The instructor encourages active student participation in class. Students are expected to attend all classes, to prepare fully before each class, and to complete all assignments as scheduled. Students will be expected to bring to class for discussion examples of concepts and materials from their own life and practice experience.

**Assignments & Grading**

There will be 4 assignments in the course:

1. Term paper (30%)
2. Presentation (20%)
3. Midterm (15%)
4. Final (15%)
5. Weekly quizzes/ Reading Summaries and Attendance/Participation (20%)

The grading scale is as follows:

A =	90-100	Excellent
B+ =	87-89	Very Good
B =	80-86	Good
C + =	77-79	Below Average
C =	70-76	Poor
D =	60-69	Very Poor
F =	Below 60	Abominable

### **Term Paper- Due April 6, 2005: NO EXCEPTIONS**

This assignment may be completed as an individual project or in groups of no more than three. You must provide documentation for what each person does specifically. I will read and critique one draft of your paper if you choose. This project is worth a total of 100 points.

1. 10pts. Interview two people from different groups (racial, cultural, ethnic, sexual orientation, etc.) These two people should be in the same developmental stage.
2. 25 pts. Discuss the Developmental Stages that are talked about in the readings and in the lecture. You must incorporate at least 5 professional references in this paper (not internet references).
3. 25 pts. Discuss the impacts of ethnicity, race, culture, sexual orientation, religion, social class, community, and organizations on a person's development (Use both the interview information and the literature information). This section should include both comparisons of the similarities and the contrasting of differences.
4. 25 pts. Use the ecological theory, systems theory, risk-resiliency theory, and/or strengths perspective in the paper. Whichever theory(ies) you choose to use should be defined and discussed in the third section of the paper.
5. 5 pts. Interview notes from each member of the group.
6. 10pts. APA format.

### **Presentation April 13, 2005 and April 20, 2005**

This assignment should be completed in groups of no more than three people. (If possible work with people who are writing their paper on people in the same developmental stage as you and it will help you share resources). Everyone must participate in the presentation. The presentation should be no longer than 15 minutes. This project is worth a total of 100 points.

1. 5pts: Choose a developmental challenge (think of the "isms")
2. Choose a developmental stage (adulthood: young, middle or late)
3. 20 pts: Summarize the characteristics of the stage you have chosen
4. 20 pts: Discuss the impact of challenges on development at that stage of life
5. 20 pts: Discuss the influence of organizations/ communities on persons in that stage of life.
6. 20 pts: Discuss ethical issues and dilemmas that may arise for social workers in the field working with persons in that stage of life

7. 5 pts: Media: PowerPoint; Video Clips; Handouts; Group Activities, etc.

8. 10pts: Individual Participation

**Midterm (15%) March 2, 2005 and Final (15%) April 27, 2005**

These exams will consist of multiple choice, true/false, and/or short answer. They will be in class. The midterm will cover weeks 1-6 and the final will cover material from weeks 7-13. All material: lecture, discussion, reading, and videos are fair game. Each exam is worth 100 total points.

**Quizzes/Reading Summaries (10%) and Attendance/Participation (10%)**

Each of the journal articles that is on the syllabus will be assigned to a student on which to present a brief summary. Each student will be assigned 1-2 articles. This should be a brief summary of the main points, what the article has to do with social work and specifically human behavior as well as your opinion of the article. You will not earn points for reading parts of the article to the class. Each article presentation is worth 40 points.

Each week a “quiz” will be given to the class members to complete while doing the readings for the following week. They are short answer and can be discussed in small groups, but they must be written or typed in your own words. Copying one quiz for more than one person to turn in will not be accepted. There are 12 quizzes- only 10 will count (you may miss 2 or your choice). Each quiz is worth 10 points.

You are expected to come to class (you did pay for it after all). If for some reason you can't please notify me by email before class begins and you will receive credit for professionalism. If you must miss, please don't make it a habit. Class attendance and participation in class is worth 10 points.

## Course Outline

### A. Introduction: Paradigmatic Thinking

#### Session 1: 1/12/05

1. Introduction to the Course
2. Meta Perspectives: A Review
  - a. Ecological and Systems Perspectives
  - b. Risk-Resiliency and Strengths Perspectives
3. Linkage to HBSE I
4. Ethical Issues in the Study of Human Behavior

#### Readings:

\*Kirst-Ashman Chapter 1 "Introduction to human behavior in the macro social environment"

Acker, J. (1999). Rewriting Class, Race, and Gender: Problems in Feminist Rethinking. In M.M. Feree, J., Lorber & B.B. Hes., *Revisioning Gender* (pp. 44-69). Thousand Oaks, CA: Sage.

Lorber, J. (2001). The Social Construction of Gender. In P.S. Rothenberg, *Race, Class, and Gender in the United States: An Integrated Study* (pp. 47-57). New York, NY: Worth Publishers.

Freud, S. (1999). The social construct of normality. *Families in Society*, 80(4), 333-339.

Reamer, F.G. (1998). The evaluation of social work ethics. *Social Work*, 43(6), 488-500.

#### Session 2: 1/19/05 Hand in Quiz on Session #1 and Session #2 Readings

1. Perspectives on Groups
  - a. Traditional and Alternative Paradigms
  - b. Types of Groups
2. Perspectives on Organizations
  - a. Defining
  - b. Traditional and Alternative Paradigms
  - c. Human Behavior in Organizations
  - d. Environments of Organizations

#### Readings

\*Kirst-Ashman Chapter 5 "Knowledge and theories about organizations"  
Chapter 6 "The internal and external environments of organizations"  
Chapter 10 "Types of Groups in the macro Social Environment"  
Chapter 11 : Human behavior in groups: theories and dynamics"

\*Ashford, Lecory, Lortie Chapter 4 "The social dimension for assessing social functioning"

Eliason, M.J. & Raheim, S. (1996). Categorical measurement of attitudes about Lesbian, Gay, and Bisexual people. *Journal of Gay and Lesbian Social Services*, 4(3), 51-65.

Netting, F., Kettner, P. & McMurtry, S. (1998). Understanding and analyzing human service organizations. Chapter 7. *Social Work Macro Practice, 2<sup>nd</sup> Edition*. White Plains, NY: Longman and Company.

Hasenfeld, Y. (1992). *Human Services as Complex Organizations*. Chapter 1 & 2. Newbury Park, NY: Sage Publications.

Reitan, T.C. (1998). Theories of interorganizational relations in the human services. *Social Service Review*, 72(3), 285-309.

**Session 3: 1/26/05 Hand in Quiz on Session #3 Readings**

1. Perspectives on Communities
  - a. Defining Communities
  - b. Traditional and Alternative Paradigms
  - c. Theoretical Perspectives
  - d. Diversity

Readings:

\*Kirst-Ashman Chapter 3 "Communities in the social environment: Theories and concepts."

Netting, F., Kettner, P. & McMurtry, S. (1998). Understanding communities. Chapter 4. *Social Work Macro Practice, 2<sup>nd</sup> Edition*. White Plains, NY: Longman and Company.

Rothman, J. (1996). The interweaving of community intervention approaches. *Journal of Community Practice*. 3(3/4), 69-99.

Robinson, M. (1995). Towards a new paradigm of community development. *Community Development Journal*. 30(1), 21-30.

**Session 4: 2/2/05 NO CLASS**

**Session 5: 2/16/05 Hand in Quiz on Session #5 Readings**

1. Review of Infancy- Adolescence (Ashford, Lecory, Lortie – Chapters 1-3)
2. Macro Dimensions
3. Young Adulthood
  - a. Gender roles
  - b. Group Membership

- c. Developmental Disabilities
- d. Social Class and Poverty
- e. Maladaptive Patterns

Readings:

\*Kirst-Ashman Chapter 11 "Human Behavior in Groups: Theories and Dynamics"

\*Ashford, Lecory, Lortie Chapter 10 "Young Adulthood"

Davis, K.B., Daniels, M. & See, L.A. (1998). The psychological effects of skin color on African Americans' self esteem. *Journal of Human Behavior in the Social environment*, 1, 63-89.

Kilbourne, B., England, P. & Beron, K. (1994). Effects of individual, occupational and industrial characteristics on earnings: Intersections of race and gender. *Special Forces*, 72(4), 1149-1176.

Levinson, D.J. (1986). A conception of adult development. *American Psychologist*, 41(1), 3-13.

**Session 6: 2/23/04 Hand in Quiz on Session #6 Readings  
Midterm Study Guide**

1. Young Adulthood Continued
2. Video "Into Madness"

Readings:

Browne, A. & Finklehor, D. (1986). Impact of child sexual abuse; A review of the research. *Psychological Bulletin*, 99(10), 66-77.

Carlson, B.E. (1984). Causes and maintenance of domestic violence: An ecological analysis. *Social Science Review*, 58(4), 569-587.

Healey, K. & Smith, C. (1998). The causes of domestic violence: From theory to intervention. In Healey & Smith (Eds.), *Batterer intervention: Program Approaches and Criminal Justice Strategies (Chapter 2)*. National Institute of Justice: Washington, D.D.

McFadden, S. (1997). Redefining the family: The concept of family for lesbians and gay men. In E.P. Congress (Ed.), *Multicultural Perspectives in Working with Families (pp. 167-180)*. New York, NY: Springer.

**Session 7: 3/2/05 MIDTERM**

**Session 8: 3/9/05 Hand in Quiz on Session #8 Readings  
Receive Graded Midterm**

1. Middle Adulthood
  - a. Developmental Issues
  - b. Economics and Employment
  - c. Human Behavior in Organizations
  - d. Human Behavior in neighborhoods and Communities
  - e. Divorce and Blended Families

Readings:

\*Ashford, Lecory & Lortie Chapter 11 "Middle Adulthood"

Coontz, S. (1992). The way we wish we were: Defining the family crisis. In *The We Never Were: American Families and the Nostalgia Trap (Chapter 1)*. New York, NY: Basic.

Barbarino, J. (1992). The family as a social system. In *Children and Families in the Social Environment, 2<sup>nd</sup> Edition*. (Chapter 4). New York, NY: Aldine de Gruyter.

Gottman, J. & Levinson. (1999). What predicts change in marital interaction over time? A study of alternative models. *Family Process*, 38(2), 143-158.

Hunter, S. & Sundel, M. (1989). Introduction: an examination of key issues concerning midlife. In S. Hunter & M. Sundel (Eds.), *Midlife Myths: Issues, Findings, and Practice Implications*, Newbury Park, CA; Sage.

White, D.W. & Woolett, A. (1992). The family in transition: Single parenting, family breakup and reconstituted families (Chapter 7). In *Families: A Context for Development*. London: Falmer.

**Session 9:** 3/16/05 Turn in Quiz on Session #9 Readings

1. Middle Adulthood Continued
2. Video "Predicting Marital Interaction"

Readings:

Nicholas-Casebolt, A., Krysik, J., & Herman-Currie, R. (1994). The povertization of women: A global phenomenon. *Affilia*, 9(1), 9-29.

Schaie, K.W. (1981). Psychological changes from midlife to early old age; Implication for the maintenance of mental health. *American Journal of Orthopsychiatry*, 51(2), 199-218.

Turner, L.M. (1989). Modern myths about men at midlife; an assessment. In S. Hunter & M. Sundel (Eds.), *Midlife Myths: issues, Findings, and Practice Implications*. Newbury Park, CA: Sage.

**Session 10: 3/21-24/05    **SPRING BREAK****

**Session 11: 3/30/05    *Turn in Quiz on Session #11 Readings***

1. Late Adulthood
  - a. Developmental Issues
  - b. Challenges

Readings:

\*Ashford, Lecory & Lortie                      Chapter 12 "Late Adulthood"

Day, C. (1993). The organized elderly: Perilions, powerless, or progressive? *The Gerontologist*, 33(3), 426-427.

Harrigan, M. & Farmer, R. (1992). The myths and facts of aging. In R. S. Schneider & N. Kript (Eds.), *Gerontological Social Work*. Chicago, IL: Nelson-Hall.

Hooeyman, N.R. & Kiyak, H.A. (1993). Social theories of aging (Chapter 4). In *Social Gerontology; A Multidisciplinary Perspective, (3<sup>d</sup> Edition)*. Boston, MA: Allyn & Bacon.

Hudson, M. & Carlson, J. (1998). Elder abuse: expert and public perspectives. *Journal of Elder Abuse and Neglect*, 9, 77-97.

Meyer, D. & Bartolomeir-Hill, S. (1994). The adequacy of supplemental security income benefits for aged individuals and couples. *The Gerontologist*, 34(2), 161-172.

Mindel, C.H. (1985). The elderly in minority families (pp.360-386). In B.B. Hess & E.W. Markson (Eds.), *Growing Old in America; New Perspectives on Old Age*. New Brunswick, NJ: Transaction Books.

Perkins, K. & Tice, C. (1995). A strengths perspective in practice: Older people and mental health challenges. *Journal of Gerontological Social Work*, 23(3/4), 83-97.

**Session 12: 4/6/05    *Turn in Quiz on Session #12 Readings***

**PAPERS DUE**

1. Video "Tuesdays with Morrie"
2. Diversity
  - a. African Americans
  - b. Hispanics
  - c. Lesbians and Gays
  - d. Women
  - e. Immigrants

Readings:

\*Kirst-Ashman                      Chapter 12 "Diversity, populations at risk and human behavior in the social environment"

**Session 13:** 4/13/05

**PRESENTATIONS**

*½ of the class groups- Turn in all material used to develop the presentation and summary statements of what each person contributed.*

**Session 14:** 4/20/05

**PRESENTATIONS**

*½ of the class groups- Turn in all material used to develop the presentation and summary statements of what each person contributed*

**Session 15:** 4/27/05

**FINAL**

*Receive Graded Paper*

*Receive Graded Presentation*

*Final will be graded upon your completion so you can see your grade sheet*