

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

SW514 & SW515: Human Behavior and Social Environment I & II

Course Outline
Spring 2006 – SW 514

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Please read the entire course website before the first class. Do not print the articles you see on the website site until class meets. For details regarding class assignment and other matters, see the course web site at Online@utk.edu.

Course format

The Online@utk format makes many things possible that should enrich your experience of this course and make it more organized and convenient for you. I will be placing your readings online, for example, so you won't have to look for them in the library. However, the system is not fully compatible with all computers; AOL users, specifically, cannot access many of the files I will put up through the AOL browser. (You can minimize AOL and open Internet Explorer, and this works sometimes.) You will probably have to use the computer lab at Henson to download and print the readings. Please call the online help number for any other computer problems.

Communicating with me

I check my email frequently, so that is the best way to communicate with me if you have a question. Frequently I find materials such as articles or newspapers stories, even web sites, that I like to send out to students to complement a unit. Other times there may be an important class announcement that I want to get out fast. If you do not check your email daily, you must check the Announcements every day or you will miss something. If you want to use a non-UT account, you must take steps to forward your UT email to that account, and there are people to help you with that.

My office hours for the spring semester of 2006 will be before class: 2-3 PM on Mondays. Please email or talk to me during class for an appointment during other times—I'm happy to oblige. If you plan to see me during office hours it would be a good idea to email or talk to me inclass to ensure that I don't run over to the coffee shop for a moment and cause you to wait.

Where are your materials?

You will find definitions of the learning units and questions for thought each week under "Course Units." If you will click on the title of the unit, you will be taken to the folder that includes any handouts or other materials. You may find other resources as well.

This entire web site is the syllabus; there is no single document that you are accustomed to getting on paper. The navigation buttons on the left of your course page are self-defining.

Cell phones in class

Please turn off all cell phones when you come into class and leave them off until class is over. There is one exception. If you have a family member who is seriously ill and need to be in touch, you may bring the phone set on silent mode. Let me know about this in advance.

Please note that students who do not attend the first session of this class will not be added to the class.

Bibliography of Course Readings*

**Please note that journal article readings may change, so I recommend against printing all articles in advance.* All articles will be available on the Blackboard course site.

Required text: Ashford, J.B., LeCroy, C.W. & Lortie, K.L. (2001). Human behavior in the social environment. A multidimensional perspective. 2nd edition. Brooks/Cole.

Journal articles

- Adler, J. (2005, September 5). American faith today. *Newsweek*, 146, 48-64.
- Ali, L. (2005, September 5). A new welcoming spirit in the mosque. *Newsweek*, 146, 52-53.
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- Berrett, D. (2005, September 5). Feeling the spirit of prayer. *Newsweek*, 146, 64.
- Campo-Flores, A. (2005, September 5). A passionate vice and a moral vision. *Newsweek*, 146, 56-57.
- Combs-Orme, T., Wilson, E., Cain, D., Page, T. & Kirby, L. (2003). Context-based parenting of infants. *Child and Adolescent Social Work Journal*, 20(6), 437-472.
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- Connell-Carrick, K. (2003). A critical review of the empirical literature: Identifying correlates of child neglect. *Child and Adolescent Social Work Journal*, 20(5), 389-425.
- Coussons-Read, M., Okun, M., & Simms, S. (2003). The psychoimmunology of pregnancy. *Journal of Reproductive and Infant Psychology*, 21(2), 103-112.
- Eamon, M.K. (2001). The effects of poverty on children's socioemotional development: An ecological systems analysis. *Social Work*, 46(3), 256-266.
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- Freud, S. (1999). The social construction of normality. *Families in Society*, 80(4), 333-339.
- Galvin, K. (2004). The family of the future: What do we face? In A.L. Vangelisti (Ed.), *Handbook of family communication* (pp. 675-697). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gilgun, J.F. Human development and adversity in ecological perspective, Part 1: A conceptual framework. *Families in Society*, 395-402.
- Gilgun, J.F. Human development and adversity in ecological perspective, Part 2: Three patterns.: A conceptual framework. *Families in Society*, 459 – 476.
- Goleman, D. (1995). Chapter 2: Anatomy of an emotional hijacking. *Emotional intelligence* (pp. 13-29). New York: Bantam.
- Harrison, M.O., Koenig, H.G., Hays, J.C., Eme-Akwari, A.G., & Pargament, K.I. (2001). The epidemiology of religious coping: A review of recent literature. *International Review of Psychiatry*, 13, 86-93.
- Hernandez, M., & McGoldrick, M. (2005). Migration and the family life cycle. In B. Carter & M. McGoldrick, Eds., *The changing family life cycle: A framework for family therapy* (3rd ed., chapter 10). Boston:

Allyn & Bacon.

- Ivanco, T., & Greenough, W. (2000). Physiological consequences of morphologically detectable synaptic plasticity: Potential uses for examining recovery following damage. *Neuropharmacology*, *39*, 765-776.
- Johnson, D.J., et al. (2003). Studying the effects of early child care experiences on the development of children of color in the United States: Toward a more inclusive research agenda. *Child Development*, *74*(5), 1227-1244.
- Juarez, V., & Gates, D. (2005, September 5). A shepard protects his own backyard. *Newsweek*, *146*, 51.
- Krahnstover Davison, K., & Susman, E.J. (2001). Are hormone levels and cognitive ability related during early adolescence? *International Journal of Behavioral Development*, *25*(5), 416-428.
- Lee, M.Y., & Mjelde-Mossey, L. (2004). Cultural dissonance among generations: A solution-focussed approach with East Asian elders and their families. *Journal of Marital and Family Therapy*, *30*(4), 497-510. (Stop at "Collaborating with the Families: an Empowering Process of Change").
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- Thomas, R.M. (2005). *Comparing theories of child development. 6th ed.* Australia: Thomas Wadsworth. (pp. 2-15).
- Underwood, A. (2005, September 5). Learning to let go. *Newsweek*, *146*, 58.
- Ungar, M. (2004). A constructionist discourse on resilience. *Youth & Society*, *35*(3), 341-365.
- Veenstra, R., Lindenberg, S., Oldehinkel, A.J., DeWinter, A.F., Verhulst, F.C. & Ormel, J. (2005). Bullying and victimization in elementary schools: A comparison of bullies, victims, bully/victims, and uninvolved

preadolescents. *Developmental Psychology*, 41(4), 672-682.

Waller, R.J. (2003). Application of the kindling hypothesis to the long-term effects of racism. *Social Work in Mental Health*, 1(3), 81-89.

Weatherston, D. (2001). Infant mental health: A review of relevant literature. *Psychoanalytic Social Work*, 8(1), 39-69.