

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

SW 514 & SW 515 Human Behavior in the Social Environment I & II

Course Outline
Spring 2006 – SW515

| | | | |
|-------------|--|---------------|-------------------|
| Instructor: | Christy Hickman, CMSW | Location: | 306 Henson Hall |
| Office: | 325 Henson Hall | Time: | Wed 3:35 – 6:35pm |
| Phone: | 974-3996 | Section: | 004 |
| Email: | chickma1@utk.edu | Office hours: | Wed 1:00 – 2:00pm |

Texts

Ashford, J.B., Lecroy, C.W., & Lortie, K.L. (2006). *Human Behavior in the Social Environment: A Multidimensional Perspective*. Pacific Grove, CA: Brooks/Cole.

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

Course Requirements/Plan for Evaluation

Students are expected to attend every class session and should come to each class prepared to discuss the readings assigned for that class session. All listed readings are required. The instructor encourages active student participation in class. Students are expected to notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course assignments.

| | |
|--|-----|
| 2 Exams @ 50 points each | 100 |
| Term paper | 100 |
| Presentation | 100 |
| 4 Reading assignments @ 10 points each | 40 |
| Attendance & Participation | 10 |

| | |
|----|---|
| A | = 329 – 350 points (Superior performance) |
| B+ | = 305 – 328 points (Better than satisfactory performance) |
| B | = 287 – 304 points (Satisfactory performance) |
| C+ | = 270 – 286 points (Less than satisfactory performance) |
| C | = 245 – 269 points |

Tentative Course Outline

Introduction: Paradigmatic Thinking

| | |
|---------------|---|
| Week 1 | Introduction to the course Meta perspectives: A review |
|---------------|---|

1/11/06

Ecological and systems perspectives
Risk-Resiliency and strengths perspectives
Linkage to HBSE I
Ethical issues in the study of human behavior

Readings:

Kirst-Ashman Chapter 1

Acker, J. (1999). Rewriting class, race and gender: Problems in feminist rethinking. In M.M Feree, J. Lorber & B.B. Hess. *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).

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.

Theoretical Frameworks

Week 2

Perspectives on Groups
Traditional and alternative paradigms
Types of groups
Perspectives on Organizations
Defining
Traditional and alternatives paradigms
Human behavior in organizations
Environments of organizations

1/18/06

Readings:

Ashford, Lecroy, Lortie pp. 114 – 166

Kirst-Ashman Chapters 5 and 10

Eliason, Michele J. and Raheim, Salome. (1996). Categorical Measurement of Attitudes about Lesbian, Gay, and Bisexual People. *Journal of Gay and Lesbian Social Services*, 4(3), 51-65.

Billingsley, A. & Morrison-Rodriguez. (1998). The Black family in the 21st century and the church as an action system: A macro perspective. *Journal of Human Behavior in the Social Environment*, 1, 31 – 47.

Netting, Ketner, & McMurty. (1998). Chapter 7: Understanding and analyzing human service organizations. *Social Work Macro Practice*. 2nd Edition. White Plains, NY: Longman and Company.

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

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

Week 3 Perspectives on communities
1/25/06 Defining community
Traditional and alternative paradigms
Theoretical perspectives on communities
Diversity
Stratification, racial & ethnic communities
Gay and lesbian communities
Video: *The Long Journey Home*

Readings:

Kirst-Ashman Chapters 2 and 3

Netting, Kettner, & McMurty. (1998). Chapter 4: Understanding communities. *Social Work Macro Practice*. 2nd 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.

Whittier, D.K. (1997). Social conflict among “gay” men in a smaller southern town. *Journal of Gay and Lesbian Social Services*, 7(3), 53 – 71.

Life Cycle

Week 4 Review of HBSE I: Infancy – adolescence
2/1/06 Macro dimensions
Diversity & Populations at Risk
African Americans
Hispanics
Lesbians & Gays
Women
Immigrants

Readings:

Kirst-Ashman Chapter 12

Ashford, Lecroy, & Lortie **Review** Chapters 6 through 9 (pp. 212 – 451)

Weeks 5 & 6 Young adulthood
2/8/06 & 2/15/06 Gender roles – choosing partners
Group membership
Developmental disabilities

Social class and poverty
Maladaptive patterns
Domestic violence
Abuse
Mental illness and substance abuse
Video: *Into Madness*

Readings:

Ashford, Lecroy, & Lortie Chapter 10 (pp. 452 – 506)

Kirst-Ashman Chapters 9 & 11

Browne, A. & Finkelhor, D. (1986). Impact of child sexual abuse: A review of the research. *Psychological Bulletin*, 99(1), 66 – 77.

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

Collins, B.G. (1993). Reconstructing codependency using self-in-relation theory: A feminist perspective. *Social work*, 38(4), 470 – 476.

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.

Healey, K., & Smith, C. (1998). The causes of domestic violence: From theory to intervention. *Batterer intervention: Program approaches and criminal justice strategies*, 15 – 31. National Institute of Justice: Washington D.C.

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.

McFadden, S. (1997). Redefining the family: The concept of family for lesbians and gay men. *Multicultural perspectives in working with families*. New York: Springer, pp. 167 –180.

Werner, E. (1989). High-risk children in young adulthood: A longitudinal study from birth to 32 years. *American Journal of Orthopsychiatry*, 59, 72 – 81.

Van Soest, D., & Bryant, S., (1995). Violence reconceptualized for social work: The urban dilemma. *Social Work*, 40(4), 459 – 57.

Week 7
2/22/06

EXAM 1

Week 8
3/1/06

NO CLASS

Week 9

Middle adulthood

3/8/06

Developmental issues: Changing roles
Economics and employment
Video: *American Hollow*

Readings:

Ashford, Lecroy, & Lortie Chapter 11 (pp. 507 – 567)

Hunter, S., & Sundel, M. (1989). Introduction: An examination of key issues concerning midlife. *Midlife myths: Issues, findings, and practice implications*, Newbury Park, CA: Sage.

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

Week 10

Middle adulthood continued

3/15/06

Human behavior in organizations
Human behavior in neighborhoods and communities
Divorce & blended families
Video: (Gottman) *Predicting marital interaction*

Readings:

Kirst-Ashman Chapters 3 & 8

Coontz, S. (1992). The way we wish we were: Defining the family crisis. *The way we never were: American families and the nostalgia trap*. New York: Basic, pp. 8 – 22.

Depoy, E. & Noble, S. (1992). The structure of lesbian relationships in response to oppression. *Affilia*, 12(3), 359 – 367.

Garbarino, J. (1992). The family as a social system. *Children & families in the social environment*, 2nd ed. New York: Aldine de Gruyter.

Geredes, K.E., (1997). Long term AFDC mothers and posttraumatic stress syndrome: Is there a connection? *Affilia*, 12(3), 359 – 367.

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

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

Tamir, L.M. (1989). Modern myths about men at midlife: An assessment. *Midlife Myths: Issues, findings, and practice implications*, Newbury Park, CA: Sage, pp. 157 – 179.

Assignment Descriptions

Term paper (100 points)

Students will interview two individuals from different groups (racial, ethnic, cultural, sexual orientation, etc.) The two individuals should be in the same developmental stage (young, middle or late adulthood). Students will write a paper based on their analysis of these interviews. The analysis should include:

- Identification and description of the individuals' developmental stage & challenges (15 points)
- Use of the ecological theory, systems theory, risk-resiliency theory, and/or the strengths perspective to compare and contrast the two individuals' development. Note: the theories used should be defined and discussed in the paper (30 points)
- The impact of race, ethnicity, sexual orientation, religion, socio-economic status, community, organizations, etc on each individual's development (30 points)
- At least 5 professional references (10 points)
- APA style (10 points)
- Students should also submit their notes from both interviews (5 points)

This assignment is due on April 5 at the beginning of class.

Presentation (100 points)

Students will select a developmental challenge (sexism, racism, classism, heterosexism, coming out, poverty, substance abuse, domestic violence, sexual abuse, etc.) and a developmental stage (young, middle, or late adulthood).

In a presentation, students will:

- Summarize the characteristics of the developmental stage you have chosen (20 points)
- Discuss the impact of the identified challenge on development at the particular stage of life you have selected (20 points)
- Discuss the influence of organizations and communities (20 points)
- Identify and discuss potential ethical issues/dilemmas that social workers may encounter related to the developmental stage and challenge you have selected (20 points)
- Use of visual aids & media (handouts, Powerpoint, etc.) (10 points)
- Organization, clarity of presentation (10 points)

All class presentations will take place during class on weeks 15 & 16

Reading Assignments (40 points)

Students will complete 4 brief assignments based on class readings during the course of the semester. The instructor will provide more information on these assignments. Examples of the reading assignments include:

- A brief written reaction to an article
- A short-answer take-home "quiz"
- A brief written summary of the main ideas of an article
- An in-class quiz