

University of Tennessee
College of Social Work

SW 515- Human Behavior and the Social Environment II

Summer Semester, 2003
Second Session Room 306

Instructor: Linda Heckathorn
E-Mail: lheckathorn@bcchome.com

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (*Hilltopics*, 2002).

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the CSW MSSW handbook (www.csw.utk.edu).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 865-974-6087. This will ensure that you are properly registered for services.

Course-Sequence Description

This two semester course-sequence (SW 514 & 515) examines the major social science theories that inform the social work profession's understanding of human behavior in social systems. An ecological/systems framework, together with a developmental approach, is used to provide an interactional understanding of human behavior. The course-sequence opens with an overview of ecological/systems theory, social constructionism, and critical theory with an introduction to the diversity perspective. Social systems are examined across the course sequence, looking at community, organizations, groups, families, and individuals within both traditional and alternative perspectives. Social and economic influences that are addressed include poverty, racism, sexism, and homophobia. Development across the life span is conceptualized as the interplay between nature and nurture where biological and psycho social risks influence individual resiliency and environmental competence. A biopsychosocial perspective is used throughout the course to inform and examine the interaction between biological, social, psychological, and cultural systems. HBSE I examines the life cycle using an ecological perspective from infancy through adolescence. HBSE II continues this examination from young adulthood through senescence. Both units consider the influence of different systems on the life cycle.

Course-Sequence Rationale

The content in this course-sequence focuses on human behavior in communities, organizations, groups, families, and life span development in the context of social structures, such as race, ethnicity, social class and gender roles. Because no one theory is adequate to encompass the human experience, students need to understand the explanatory power of various theories of human behavior within an ecological/systems framework. An ability to both critique and apply theory is a precursor for professional assessments of clients and client situations, as a guide for interventions, and for increasing client empowerment in their environments.

Course-Sequence Objectives

Upon completion of the course-sequence students are expected to be able to:

1. Understand and use a social systems/ecological framework to analyze human systems at different levels of organization from communities to individual;
2. Critique selected social theories from a diversity perspective;
3. Compare historical and traditional perspectives of community with emerging alternative manifestations of community;
4. Demonstrate knowledge of the similarities and differences in various types of family organization and their effects on the life course;
5. Demonstrate knowledge of risk and protective factors in the development of resiliency across the life span;
6. Identify the effects of ethnic, racial, cultural, economic, and gender variables on individuals and families over the life span;
7. Demonstrate knowledge of the interactive influence of biological, psychological, and social factors, including families, groups, organizations and communities, on human development and behavior;
8. Demonstrate knowledge of the impact of environmental conditions such as class, poverty, oppression and discrimination on the promotion and inhibition of behavior and development.

Texts

Ashford, J.B., Lecory, C.W., & Lortie, K.L. (2001). 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

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.

1. Class attendance and participation (10%)
2. In class presentation (20%)
3. Term paper (40%)
4. Final examination (30%)

Assignments & Grading

The Grading Scale is as follows:

A	=	90-100
B+	=	87-89
B	=	80-86
C+	=	77-79
C	=	70-76
D	=	60-69
F	=	below 60

Assignments for presentations and term papers will be explained and assigned during the first class session 7-7-03.

The final exam will be given during exam week. The exam will be comprehensive, including material from class and assigned readings.

Course Outline

A. INTRODUCTION : PARADIGMATIC THINKING**Session 1**

7/7/03

1. Meta Perspectives: A review
 - a. Ecological and systems perspectives
 - b. Risk-resiliency and strengths perspectives
2. Linkage with HBSE I
3. Ethical issues in the study of human behavior

B. THEORETICAL FRAMEWORKS

1. Perspectives on groups
 - a. Traditional and alternative paradigms
 - b. Types of groups

Readings:

- *Kirst-Ashman, “Types of groups in the macro social environment” and “Human behavior in groups”. Human Behavior, Communities, Organizations and Groups in the Macro Social Environment, 202-241.
- *Garbarino, J. (1992). Ch. 4, The family as a social system. In Children and Families in the Social Environment, 2nd ed. New York: Aldine de Gruyter.
- *Reamer, F.G. (1998). The evaluation of social work ethics. Social Work, 43 (6): 488-500.
- *Ashford, Lecory & Lortie, “The social dimension for assessing social functioning”. Human Behavior in the Social Environment: A Multidimensional Perspective, 103-151.
- *Seifert, K. L., Hoffnung, R. J., Hoffnung, M. (1997). Lifespan Development. Boston and New York: Houghton Mifflin Company.
- *Pillari, V. (1998). Human Behavior in the Social Environment (2nd). Pacific Grove: Brooks/Cole.
- *Nye, R. D. (1996). Three psychologies: Perspectives from Freud, Skinner, and Rogers. (5th ed.). Pacific Grove: Brooks/Cole.
- *Freud, S. (1999). The social construct of normality, 80 (4), pp. 333-339.

Families- in- Society.

C. ORGANIZATIONS & COMMUNITY FAMILY

7/9/03

2. Perspectives on organizations

- a. Defining organizations
- b. Traditional and alternate paradigms
- c. Human behavior in organizations
- d. Environments of organizations

3. Perspectives on communities

- a. Defining community
- b. Traditional and alternative paradigms
- c. Theoretical perspectives on communities

Readings:

*Kirst-Ashman, "Communities in the social environment: Theories and concepts", 26-43.

*Netting, F., Kettner, P. & McMurty, S. (1998). Chapter 4, Understanding communities. Social Work Macro Practice. 2nd Ed. White Plains, NY: Longman and Company.

*Kirst-Ashman, "Human behavior, power and empowerment in Communities", "Neighborhood empowerment", "Human behavior in traditional organization environments", "Human behavior and empowerment in organizations", 44-83 and 153-177.

*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.

*Kirst-Ashman, "Knowledge and theories about organizations" and "The internal and external environments of organizations", 84-126.

*Netting, F., Kettner, P. & McMurty, S. (1998). Chapter 7, Understanding and analyzing human service organizations. Social Work Macro Practice. 2nd Ed. 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.

D. REVIEW OF HBSE I

1. Review of HBSE I
 - a. Infancy - adolescence
 - b. Macro dimensions

(Review) Ashford, Lecroy & Lortie, 1-102.

E. YOUNG ADULTHOOD

7/14/03

2. Young adulthood
 - a. Gender roles - choosing partners
 - b. Group membership
 - c. Developmental disabilities
 - d. Social class and poverty
 - e. Maladaptive patterns: Domestic violence and abuse
 - f. Mental illness and substance abuse

Readings: *Ashford, Lecroy & Lortie, "Young adulthood", 413-467.

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

- *Levinson, D.J. (1986). A conception of adult development. American Psychologist, 41(1), 3-13.
- *Long & Holle (1997). Ch. 6, Young Adulthood. In Macro Systems in the Social Environment, pp. 141-168.
- *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) New York: Worth Publishers.

F. MIDDLE ADULTHOOD

7/16/03

3. Middle adulthood

- a. Developmental issues: Changing roles
- b. Economics and employment: Video: “American Hollow”
- c. Human Behavior in organizations
- d. Human Behavior in Neighborhoods and Communities
- e. Divorce and blended families: Video: Gottman - Predicting Marital Interaction

- Readings:
- *Ashford, Lecory, & Lortie, “Middle adulthood”, 469-525.
 - *Gottman, J, & Levenson (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 Midlife Myths: Issues, Findings, and Practice Implications. Newbury Park, CA: Sage.
 - *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.

*Tamir, L.M. (1989). Modern myths about men at midlife: An assessment. In S. Hunter, & M. Sundel. Midlife Myths: Issues, Findings, and Practice Implications, Newbury Park, CA: Sage, pp 157-179.

*White, D.W., & Woollett, A. (1992). Ch. 7, The family in transition: Single parenting, family breakup and reconstituted families. In Families: A Context for Development. London: Falmer, pp. 103-120.

*Surrey, J.L. (1991). The self-in-relation: A theory of women's development. In Jordan, Kaplan, Miller, Stiver, & Surrey, Women's Growth in Connection. New York: Guilford, 51-66.

*Westermeyer, J. (1998). Predictors and characteristics of mental health among men at midlife: A 32-year longitudinal study. American Journal of Orthopsychiatry, 68, 265-273.

*Bogolub, E. (1991) Women and mid-life divorces: Some practice issues. Social Work, 36 (5), 428-433.

*Coontz, S. (1992). Ch. 1, The way we wish we were: Defining the family crisis. In The way we never were: American families and the nostalgia trap. New York: Basic, pp 8-22.

*Cooney, T. & Uhlenberg, P. (1990) The role of divorce in men's relations with their adult children after mid-life. Journal of Marriage and Family. 52, 677-688.

*Moen, P. (1991). Transition in mid life: women's work and family roles in the 1970s. Journal of Marriage and the Family, 53, 135-150.

*Long & Holle (1997). Ch. 6, Middle Adulthood. In Macro Systems in the Social Environment, pp. 169-196.

G. LATE ADULTHOOD

7/21/03

3. Late adulthood:

- a. Developmental issues: Social reconstruction
- b. Challenges: Income and support systems

- Readings:
- *Ashford, Lecory & Lortie, “Late adulthood”, 527-575
 - *Harrigan, M. & Farmer, R. (1992). The myths and facts of aging. In R.S. Schneider and N. Kript (eds.) Gerontological Social Work. Chicago: Nelson-Hall.
 - *Hooyman, N.R., & Kiyak, H.A. (1993). Ch. 4, Social theories of aging. In Social Gerontology: A Multidisciplinary Perspective, (3rd ed.). Boston: Allyn & Bacon, pp. 64-83.
 - *Mindel, C.H. (1985). The elderly in minority families. In B.B. Hess & E. W. Markson (Eds.) Growing old in America: New perspectives on old age, (pp 369-386. New Brunswick, NJ: Transaction Books.
 - *Day, C. (1993) The organized elderly: Perilions, powerless, or progressive? The Gerontologist, 33 (3), 426-427.
 - *Long & Holle (1997). Ch. 7, Later Adulthood. In Macro Systems in the Social Environment, pp. 197-228.

I. Diversity and Populations at Risk

1. African Americans
2. Hispanics
3. Lesbians and Gays
4. Women
5. Immigrants

Readings:

- *Kirst-Ashman, “Diversity, populations at Risk and Human Behavior in the Macro Social Environment”, Ch. 12, 242 - 264

a. Diversity

1. *Stratification, racial and ethnic communities*
2. *Gay and Lesbian communities*

- *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) pp. 51-65.

*Billingsley, A. & Morrison-Rodriguez, B. (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.

*Depoy, E. & Noble, S. (1992). The structure of lesbian relationships in response to oppression. *Affilia*, 7 (4), 49-64.

*Whittier, D.K. (1997). Social Conflict Among "Gay" Men in a Small(er) Southern Town. *Journal of Gay and Lesbian Social Services*, 7 (3). 53-71.

*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*. New York: Springer. pp. 167-180.

ADDITIONAL READINGS

*Brown, L.S. (1992). A feminist critique of the personality disorders. In L. S. Brown & m.Ballou (Eds), *Psychopathology: Feminist Reappraisals*, pp. 206-228. New York: The Guilford Press.

*Bryant, N. Domestic violence and group treatment for male batterers. *Group*, 18(4), 235-242.

*Paris, Joel (1997). Childhood trauma as an etiological factor in the personality disorders, *Journal of Personality Disorders*, 11(1) pp 34-49.

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

*Windle, M. (1997). Mate similarity, heavy substance use and family history of problem drinking among young adult women. *Journal of Studies on Alcohol*, 58, 573-580.

*Keebler, J., & Koritar, E. (1994). Essential elements of a family psychoeducation program in the aftercare of schizophrenia. *Journal of Marital and Family Therapy*, 20 (4), 369-380.

- *Maxmen, J. S., & Ward, N. G. (1995). Essential Psychopathology and Its Treatment. New York: W. W. Norton & Co.
- *Gerdes, K. E. (1997). Long term AFDC mothers and posttraumatic stress syndrome: Is there a connection?, *Affilia*, 12 (3) 359-367.
- *Kahana, B., & Kahana, E. (1982). Clinical issues of middle age and later life. *Annals of the American Academy of Political and Social Science*, 46, 140-161.
- *Smith, T. & Springer, D. (1998). Treating Chemically Dependent Children and Adolescents. In C.A. McNeece & D.M. DiNitto (1994). Chemical Dependency: a Systems Approach. Englewood Cliffs, NJ: Prentice Hall.
- *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.
- *Astin, M.C., Ogland-Hand, S.M., Coleman, E.M., & Foy, D.W. (1995). Posttraumatic stress disorder and childhood abuse in battered women: Comparisons with maritally distressed women. *Journal of Consulting and Clinical Psychology*, 63(2), 308-312.
- *Beitchman, J.H., Zucker, K.J., Hood, J.E., DaCosta, G.A. Akman, D., & Cassavia, E. (1992). A review of the long-term effects of child sexual abuse. *Child Abuse and Neglect* 16, 101-118.
- *Browne, A., & Finkelhor, D. (1986). Impact of child sexual abuse: A review of the research. *Psychological Bulletin*, 99(1), pp. 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. In Healey & Smith, Batterer intervention: Program approaches and criminal justice strategies, (chapter 2), pp. 15-31. National Institute of Justice: Washington D.C.

*Hussey, D. & Singer, M. (1993). Psychological distress, problem behaviors, and family functioning of sexually abused adolescent inpatients. Journal of American Academy of Child and Adolescent Psychiatry, 32, 954-961.

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

*Kostyk, D., Lindblom, L. Fuchs, D., Tabisz, E., & Jacyk, W. R. (1994). Chemical dependency in the elderly: treatment phase. Journal of Gerontological Social Work. 22, 175-91.

*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.

*Gans, H. (1971). The positive functions of poverty. American Journal of Sociology, 78, 275-289.

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

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

*Burden, D. & Klerman, L. (1984). Teenage parenthood: Factors that lessen economic dependence. Social Work. 29, 11-16.

*Billups, J. O. & Julia, M.C. (1991). The fourth world in the USA: Need for convergent generalist, feminist and social development approaches. International Social Work. 34, 325-337.

*Hoff, M. D. & Rogge, M. E. (1996). Everything that rises must converge: Developing a social work response to environmental justice. Journal of Progressive Human Services. 7:1, 41-58.

*Midgley, J. (1994). The challenge of social development: Their third world and ours. Social Development Issues. 16(2), pp.1-12.

*Wilson, J.Q. (1992). American Government. (5th ed.). Lexington: D.C. Heath and Co., Review Chs. 1, 4, 11-19, 22-25.

*Heilbroner, R. & Thurow, L. (1994). Economics Explained: Everything You Need to Know About How the Economy Works and Where It's Going. New York: Simon & Schuster.

*Tresch, R.W. (1994). Principles of Economics. Minneapolis: West Publishing Company, Parts V through X (more specifically, part VII on macroeconomics, pp. 697-827).

*Gray, M. (1995). "African Americans" in J. Philleo, and F, Brisbane (1995). Cultural Competence for Social Workers: A Guide for Alcohol and Drug Abuse Professionals Working with Ethnic and Racial Communities. DHHS: Washington.