

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 514-515: Human Behavior and Social Environment I & II
Course Outline**

Summer 2004 - SW 515

Tuesday and Thursday 4:30– 8:30

Instructor: Kathy Davis

(Office hours by appt.)

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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.

Supplemental readings are available for downloading at the Hodges Reserve Webpage at:
<http://pac.lib.utk.edu:8000/WebZ/initialize:sessionid=0:next=html/UTKhomeframe.html>

Course Requirements

The course grade will be based on student participation, quizzes, a reading assignment, a paper, a presentation and a final exam. 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. The course grade will be computed as follows:

| | |
|--|---------|
| 1. In class group presentation | 50 pts |
| 2. Term paper/presentation of developmental theory | 50 pts |
| 3. Quizzes (3 @ 10 pts and 4 @ 25 pts each) | 130 pts |
| 4. Concept Map (7 @ 10 pts each) | 70 pts |
| 5. Final examination | 50 pts |
| 6. Class attendance and participation | 50 pts |

Total 400 points

The final course grade will be based on the following point totals:

376-400 points = A (Superior performance, exceeds expectations)

348-375 points = B+ (Better than satisfactory performance)

328-347 points = B (Satisfactory performance, meets expectations)

308-327 points = C+ (Less than satisfactory performance)

All written assignments must be prepared according to the guidelines contained in the APA Publications Manual, 6th Edition.

Presentation

For this assignment you will be asked to select a developmental challenge (Examples: Sexism, Racism, Substance Abuse, Mental Illness, Poverty or Domestic Abuse), and one of the developmental stages presented in class (Young Adulthood, Middle Adulthood, or Late Adulthood). The presentation can be focused on many topics, with examples such as: *Young Adulthood*: gender differences, coming out, impacts of childhood abuse, impact of poverty; *Middle Adulthood*: abuse in gay and lesbian relationships, caring for family member with severe mental illness, caring for an elderly parent, and step-parenting - blended families; *Late Adulthood*: elder abuse, poverty and aging, grandparents raising children.

In the presentation, you should (1) summarize the characteristics of the developmental stage pertaining to the nature and impact of the challenge on development; (2) provide a brief overview of the developmental challenge; (3) discuss the influence of organizational and community factors; (4) identify potential ethical issues and the dilemmas they present. We will discuss the expectations for the presentation in more detail in class. Students interested in macro practice can expand on the developmental challenge from an organizational or community focus.

Mid-Term Paper

The second assignment consists of two tasks: conduct interviews with two individuals from different ethnic, racial and/or cultural groups who are in the same stage of development; and analysis of these interviews based on developmental theory and the ecological perspective. Papers should be 6-8 pages in length. All work non-original work must be referenced in APA format. This assignment represents a significant portion of your grade and will be graded accordingly.

The Interviews

You are asked to conduct two "ethnographic" or informal conversational interviews. Ethnographic interviews differ from ethnographic observation in that you are both speaking with and interviewing the participants. Ethnographic interviews are not intended to be structured research interviews, but are instead intended to be as conversational as possible. You may want to prepare some general topics, but just as in a clinical social work interview you want to be as natural as possible and balance where the client/participant is going with the topics you wish to cover. The way we ask questions subtly biases the answers we get, and if we put the question in a particular context we risk precluding the most relevant answers. Your goal is to gain an understanding of the individuals' perspective on their lives, not to diagnosis them or to gather any specific information. You will need to ask very broad open-ended questions that will elicit responses that paint a picture of the individual's life. You can choose to ask the same questions of both people, or you can choose to simply have a conversation, which ever you are most comfortable with. There is no one "correct" way to conduct these interviews; your task is to develop a global understanding of each individual's experiences.

Your paper include the following:

Discuss important developmental themes or milestones that can be applied to the two individuals life situations and specific concepts within that theory that will be used in later analysis.
Provide a descriptive discussion of the two individuals whom you interviewed.

Include an ecomap for both individuals.

Provide a rationale for your choice of the theory.

Provide a brief description that highlights the major concepts of the theory.

An application of the theory, provide an analysis of your interviews based on an application of the theoretical concepts. Concluding sections, which will pull the first two sections together and draw a summary about the impact of developmental tasks and culture (i.e. race, SES, gender roles, stigmatization developmental stage issues, region) as you define it, on the development of these individuals.

Discuss the strengths and weakness of the developmental theory.

* Note: You must use APA style and you must **use headings**.

Concept Maps

You will complete a concept map for each of the major topics covered in the class (groups, communities, organizations, adolescence, young adulthood, middle adulthood, and late adulthood). Details to be discussed in class and due dates will be posted on the Blackboard.

Quizzes

All quizzes must be completed prior to coming to class on due date posted on the Blackboard. Make up quizzes will not be allowed.

Final exam

A final exam will be given at the end of the course. The exam will be comprehensive.

Attendance

You are expected to attend all classes and come prepared to participate in class discussions. Absences and repeated late attendance will affect your participation grade.

Weekly Outline

A. INTRODUCTION: PARADIGMATIC THINKING

Session 1 1. Meta Perspectives: A review

- 6/1
- 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

Session 2 Perspectives on groups (**Quiz 1 : Groups, 10 pts**)

- 6/3
- a. Traditional and alternative paradigms
 - b. Types of groups

Read: - Ashford, Lecory & Lortie, "The social dimension for assessing social functioning". Human Behavior in the Social Environment: A Multidimensional Perspective, 103-151.

- Kirst-Ashman, "Introduction to human behavior in the macro social environment". Human Behavior, Communities, Organizations & Groups in the Macro Social Environment, 1-25.

- 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.

Session 3 Perspectives on organizations (Quiz 2: Organizations, 10 pts)

- 6/8 a. Defining organizations
b. Traditional and alternate paradigms
Human behavior in organizations
Environments of organizations

Perspectives on communities_ (Quiz 3: Communities, 10 pts)

- a. Defining community
b. Traditional and alternative paradigms
c. Theoretical perspectives on communities
Diversity
Stratification, racial and ethnic communities
Gay and Lesbian communities

Video: Roger and Me

Read: - Kirst-Ashman (2000). Chapters 5-9, (p. 84-177)
- Kirst-Ashman, Chapters 2-4, (p. 26-83).

Session 4 Review of HBSE I (LIFE CYCLE - CONTINUED)

- 6/10 (Quiz 4: Infancy - adolescence, 25 pts)
a. Infancy - adolescence
b. Macro dimensions

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

Sessions 5 & 6 Young adulthood (Quiz 5: Young Adulthood, 25 pts)

- 6/15 & 6/17 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: Video: "Into Madness"

Student Presentations

Read: - Ashford, Lecroy & Lortie, "Young adulthood", 413-467.
- Kirst-Ashman, K. (2000). Chapter 9, (p. 178-201).

Sessions 7 & 8 Middle adulthood (Quiz 6: Middle adulthood, 25 pts)

- 6/22 & 6/24 a. Developmental issues: Changing roles
b. Economics and employment: Video: "American Hollow"
c. Human Behavior in organizations
Human Behavior in Neighborhoods and Communities
Divorce and blended families

Student Presentations

Video: Gottman: Predicting Marital Interaction

Read: Ashford, Lecory, & Lortie, "Middle adulthood", 469-525.

Session 9 & 10 Late adulthood (Quiz 7: Late adulthood, 25 pts)

6/29 & 7/2 a. Developmental issues: Social reconstruction
 b. Challenges: Income and support systems
 c. Video: Excerpts: "Tuesdays with Morrie"

Read: - Ashford, Lecory & Lortie, "Late adulthood", 527-575
 - Kirst-Ashman, "Diversity, populations at Risk and Human Behavior in the Macro Social Environment", Ch. 12, 242 - 264

Final Exam (50 points)

Additional Readings

Seifert, K. L., Hoffnung, R. J., Hoffnung, M. (1997). Lifespan Development. Boston and New York: Houghton Mifflin Company.

Garbarino, J. (1992). Children and Families in the Social Environment. New York: Aldine De Gruyter.

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.

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).

- 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.
- Burden, D. & Klerman, L. (1984). Teenage parenthood: Factors that lessen economic dependence. Social Work. 29, 11-16.
- 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.
- Gans, H. (1971). The positive functions of poverty. American Journal of Sociology, 78, 275-289.
- 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.
- 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.
- 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.
- 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.