

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

SW 514 & SW 515- Human Behavior and the Social Environment I & II  
Course Outline  
SW515 - Summer 2004  
Wednesdays 3:15-6:30 p.m.

Instructor: Barbara J. Canada, Ph.D.  
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Office Hours by Appointment  
Class Location: 206 Henson Hall  
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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.

**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.

The following assignments/work will be covered in this course:

1. In class group presentation (20%)
2. Term paper (40%)
3. Final examination (20%)
4. Presentation of required reading (s) (10%)
5. Class attendance and participation (10%)

**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

### **Assignment 1**

In the first assignment you will be asked to select a developmental challenge (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 topics, 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, 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 and the nature and impact of the challenge on development; (2) discuss the influence of organizational and community factors; (3) 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. Students should develop a Powerpoint presentation on the topic and handouts are encouraged. This presentation should be about 15-20 minutes long and document your expertise on the subject. Please allow 5 minutes for class questions.

### **Assignment 2**

The assignment consists of two tasks: (1.) **conduct interviews with two individuals** from different ethnic, racial and/or cultural groups who are in the same stage of development; and (2.) **analyze these two interviews** based on development theory and the ecological perspective. Papers should be 8-12 pages in length. All work that is not original work must be referenced in APA format. This assignment represents a significant portion of your grade (20%) and will be graded accordingly.

#### **Pt. 1 of Assignment 2: 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.

#### **Pt. 2 of Assignment 2: The Paper**

Your paper will be divided into three sections:

- (1.) a descriptive discussion of a specific theory that can be applied to the two individuals and a discussion of specific concepts within that theory that will be used in later analysis. (5 pts)

- (2.)** An application of the theory, including
- (a)** A descriptive discussion of the two individuals whom you interviewed
  - (b)** Analysis of your interviews based on an application of the theoretical concepts from the first section (5 pts)
  - (c)** 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 development stage issues, region) as you define it, on the development of these individuals. (10 pts)

### **Assignment 3**

A final exam will be given at the end of the course. This exam will be comprehensive and will include material from class and assigned readings.

### **Course Outline**

#### ***A. INTRODUCTION : PARADIGMATIC THINKING***

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|------------------|---|
| <b>Session 1</b> | 1. <u>Meta Perspectives: A Review</u>                   |
| <b>Week 1</b>    | a. Ecological and systems perspectives                  |
| <b>Wednesday</b> | b. Risk-resiliency and strengths perspectives           |
| <b>July 7th</b>  | 2. <u>Linkage with HBSE I</u>                           |
|                  | 3. <u>Ethical issues in the study of human behavior</u> |

**Video:** The Eight stages of human life, adolescence to old age

**Readings:** 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.

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

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

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

#### ***B. THEORETICAL FRAMEWORKS***

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|------------------|--|
| <b>Session 2</b> | 1. <u>Perspectives on Groups</u>         |
| <b>Week 2</b>    | a. Traditional and alternative paradigms |

**Monday  
July 12th**

b. Types of groups

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

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.

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.

**2. Perspectives on Organizations**

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

**Video: Roger and Me**

**Readings:**

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

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. 2<sup>nd</sup> 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.

**Session 3  
Week 2  
Wednesday  
July 14th**

**Perspectives on Communities**

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

**Video:** “The Long Journey Home”

**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. 2<sup>nd</sup> Ed. 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 Small(er) Southern Town. Journal of Gay and Lesbian Social Services, 7 (3). 53-71.

***C. LIFE CYCLE - CONTINUED***

**Session 4**

**Week 3**

**Monday**

**July 19th**

**1. Review of HBSE I**

- a. Infancy - adolescence
- b. Macro dimensions

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

**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: **Video: “Into Madness”**

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

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.

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.

Kirst-Ashman, "Human behavior in groups: Theories and dynamics", Ch. 11 (Review); "Empowerment of people with developmental disabilities in community and organizational environments", Ch. 9, 219-241 and 178-201.

Levinson, D.J. (1986). A conception of adult development. American Psychologist, 41(1), 3-13. Van Soest, D., & Bryant, S., (1995). Violence reconceptualized for social work: The urban dilemma. Social Work, 40(4), 459-57.

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.

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

**Session 5**  
**Week 3**  
**Wednesday**  
**July 21, 2004**

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.

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.

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

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

Gerdes, 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.

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.

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.

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.

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.

**Session 6**  
**Week 4**  
**Monday**  
**July 26th**

**Late Adulthood:**

- a. Developmental issues: Social reconstruction
- b. Challenges: Income and support systems
- c. **Video: Excerpts: “Tuesdays with Morrie”**

**Readings:**

Ashford, Lecory & Lortie, “Late adulthood”, 527-575

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 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, (3<sup>rd</sup> ed.). Boston: Allyn & Bacon, pp. 64-83.

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

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.

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.

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 7**  
**Week 4**  
**Wednesday**  
**July 28th**
- (1.) 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

**(2.) Student Presentations**

**Session 8**  
**Week 5**  
**Monday**  
**August 2nd**

**“OUT OF CLASS WORK DAY – Assignments and Study Time”**

**Session 9**  
**Week 5**  
**Wednesday**  
**August 4th**

**FINAL EXAMINATION**

## **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 (2<sup>nd</sup>). Pacific Grove: Brooks/Cole.

Nye, R. D. (1996). Three psychologies: Perspectives from Freud, Skinner, and Rogers. (5<sup>th</sup> 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. (5<sup>th</sup> 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.