

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW514 & SW515- Human Behavior and Social Environment I &II**  
Course Outline  
Summer 2006 – SW515

Instructor: Joan LePage, CMSW, MSW

Mondays 3:15 – 6:30

Wednesdays 3:15 – 6:30

Office Hours: By Appointment

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**READINGS**

Class time is used to integrate the reading material through lectures, discussions and experiential learning. **STUDENTS ARE EXPECTED TO COME PREPARED TO DISCUSS, ANALYZE AND CRITIQUE ALL ASSIGNED READINGS.**

**REQUIRED BOOKS**

Ashford, J., LeCroy, C. & Lortie (2001). Human Behavior in the Social Environment: A Multidimensional Perspective. Belmont, CA: Brooks/Cole.

Hutchison, E. D. (2003). Dimensions of Human Behavior: Person and Environment. Thousand Oaks, CA: Sage.

**CLASS PARTICIPATION**

Full participation creates an effective learning environment. I expect that each student will contribute to the in-class learning experience by actively listening, speaking, and sometimes leading class discussions. Each student is a learning resource for other students and faculty. The common foundation for discussion rests with the readings. Both verbal and written skills are important to social workers. You will have the opportunity to participate in small groups as well as in larger class discussions. **Class participation counts for 15% of your grade** and is evaluated on the following criteria: attendance; level of preparation demonstrated in oral questions and comments in small and large group discussions, and quality of written responses to in-class exercises.

**GRADING CRITERIA**

Paper 1	35%
Paper 2	40%
Reading Participation	10%
Class Participation	15%

**Grading Criteria for Papers**

The objectives for each paper represent the primary content areas upon which the papers will be assessed. In addition, the following will be assessed: writing quality (including APA style), and organization of paper.

An **A+** paper will do an exceptional job of presenting the content for the paper while drawing upon needed references; will be insightful throughout; will address all objectives; will be well-organized with a high level of writing quality; and will use APA referencing style for sources. This grade is reserved for only those very few papers throughout the semester that demonstrate the highest standards.

An **A** paper will do a very good job of presenting the content for the paper while drawing upon needed references; will demonstrate insight, will be well-organized with a high level of writing quality; will address all objectives; and will use APA referencing style for sources. This paper is considered to be of excellent quality. To receive a grade of **A**, all areas must be met.

A **B** paper presents the content for the paper, but exhibits less insight and may not adequately draw upon needed references; may suffer from a lesser quality of writing and organization; and adequately addresses all objectives. This paper is considered to be of average quality. Papers may also be awarded a **B** if they meet expectations for a higher grade but fail to include all objectives.

A **C** paper does not adequately address the objectives or may fail to include all objectives, may be poorly written, may exhibit poor insight, and may fail to draw upon needed references.

A **D** or lower paper has significant problems throughout the paper and fails to address all objectives.

Papers that fall between two grades will be scored accordingly. For example, grades that will be awarded between B and A include B+, 90, and A-, depending on how closely they achieved the criteria. Because a mid-point grade is used (e.g., 90, 80, 70), I typically do not round final grades up.

## READING PARTICIPATION

You will each start the course with an “A” in the reading participation requirement. You will be assigned readings from the course syllabus individually and in groups. You will be expected to present on the article and lead a short (5 to 10 minutes) class discussion on the subject of the article and how it relates to human behavior in the social environment. Your presentation should include consideration of the following:

1. What are the points of the article?
2. What assumptions does the article make that may influence how you think about it?
3. Does it take into account issues of culture and oppression? Think about the article and how it applies to issues of age, class, race, ethnicity, gender, sexual orientation, disability, family structure, and relational status.
4. How does this paper broaden your understanding of human behavior in the social environment?

Failure to come to class prepared to discuss the article for which you are responsible will result in the loss of two letter grades for the reading participation grade. Poor preparation and presentation will result in the loss of one letter grade. You must contact me prior to class if you are unable to attend due to sickness or an emergency.

**Please remember this is a group effort and a learning tool designed to assist with the large quantity of reading you must do in a short period of time. You are relying on each other for analysis and insights into the articles assigned. Your success is dependent on the quality of the relationships you maintain in the classroom.**

**PAPER 1  
YOUNG ADULT ASSIGNMENT**

**DUE DATE: JULY 24**

The purpose of the paper is to interview a young adult **from a different ethnic, racial, or cultural group** than you and to assess the individual's development. The person cannot be related to you.

**Interview your individual for at least an hour.** Treat this as an open-ended interview, letting the person tell her or his story. Your interview notes will provide the material for the paper. These notes do not need to be typed, but **please attach them to the paper.**

**Drawing on the readings, outside references, and class discussion, write a double-spaced, properly APA style referenced (*minimum of four references*) 8 – 10-page paper.** Your paper should include the following content:

1. Place the individual within her or his context by discussing important information about the person, her or his background, current context, important family members and other relationships, strengths and struggles, etc. Discuss developmental tasks the individual is negotiating. The purpose of this introductory section is to get a very good sense of who this person is.
2. Describe and analyze in a ***culturally sensitive*** manner the physical, cognitive and moral, social (family, intimates, and peers), emotional/affective, and spiritual domains by applying appropriate theories
3. Describe the ecological/cultural contexts in which the person lives (e.g. class, ethnicity, race, gender, sexual orientation, etc.), expounding on the strengths and resiliency drawn from that culture as well as any oppressions being experienced by the person.
4. Include a brief, summary discussion of the individual and systemic factors that have shaped this person's life, the challenges or "issues" he or she currently faces, and how you think the person will navigate the current challenge(s).
5. At the end of this more formal analysis, write a paragraph or two commenting on your own experience of doing this assignment and considering how did your cultural lens affect your observation and analysis?

**The following questions may be helpful in preparing for the interview and organizing your thinking afterwards:**

- How does this person make meaning of her or his life; how does s/he convey a sense of self?
- How does this person balance work and intimacy now, and if relevant, how has s/he balanced them during other times in life?
- How is s/he coping with the developmental tasks of that age?
- How does this individual currently relate to formal and informal support systems? How has s/he done so throughout he or his life?
- Where do you hear themes of resilience? Of struggle?
- How is the cultural context of this person uniquely expressed by the individual?

## Helpful Hints for Writing the Paper

1. A good assessment of a person is like a good storyline in a book. It is easy to read, has a sense of movement to it, makes sense when considering the person, and brings insight to the reader and life to the person being assessed.
2. Perhaps it will help to think about what intrigues, excites or puzzles you about your person.
3. What theories discussed in class do you find most helpful in understanding this person? You may find yourself having a dialogue between two or more theories as you try to understand the person.
4. The theories should be woven into the text, not just listed. Although we will have had practice in class doing this, it will feel different working to integrate the theories in a written assignment.
5. Leave enough time to write a draft of the paper and then chat with the person again. As you write, you may find that specific questions arise.

**Leave enough time to write a rough draft and “edit” it. Everyone’s writing process is different. However, almost everyone needs time to “be creative” and write spontaneously and then to edit to make sure it is organized. Although the process of writing can be difficult, try to have fun. Papers provide an opportunity to think, explore, and clarify your ideas.**

### FINAL PAPER MIDDLE or LATE ADULT ASSIGNMENT

**DUE DATE: AUGUST 9**

For your final paper, you will interview and assess either a middle age or older adult who is developmentally defined as such (i.e., is negotiating the developmental tasks of an elder: 65 or older and semi-retired or retired) and who is **not a relative**. The purpose of this assignment is to: 1) sharpen your "research" skills, both observational and interviewing, and 2) integrate and apply relevant theories that will help you understand the person you interview. This is another opportunity to "play" with theories to see how well they help you understand the person in the context of their lives.

**Interview your individual for at least an hour.** Treat this as an open-ended interview, letting the person tell his or her story. Your interview notes will provide the material for the paper. These notes do not need to be typed, but **please attach them to the paper**.

**Drawing on the readings, outside references, and class discussions, write a 10-12 page, double-spaced, APA style referenced (minimum of four references) paper.** Briefly introduce the person, how you know this individual, and the environment/context in which the interview occurred. Then describe and analyze development across these domains:

1. Place the individual within her or his context by discussing important information about the person, her or his background, current context, important family members and other relationships, strengths and struggles, etc. Discuss developmental tasks the individual is negotiating. The purpose of this introductory section is to get a very good sense of who this person is.
2. Describe and analyze in a **culturally sensitive** manner the physical, cognitive and moral, social (family, intimates, and peers), emotional/affective, and spiritual domains by applying appropriate theories

3. Describe the ecological/cultural contexts in which the person lives (e.g. class, ethnicity, race, gender, sexual orientation, etc.), expounding on the strengths and resiliency drawn from that culture as well as any oppressions being experienced by the person.
4. Include a brief, summary discussion of the individual and systemic factors that have shaped this person's life, the challenges or "issues" he or she currently faces, and how you think the person will navigate the current challenge(s).
5. At the end of this more formal analysis, write a paragraph or two commenting on your own experience of doing this assignment and considering how did your cultural lens affect your observation and analysis and the way or degree to which the interview confirmed and/or challenged your prior assumptions about aging.

**Considering the theories we have explored in the class, you may wish to integrate into the paper comments on:**

- Whether early development seems to predict later functioning
- What major life themes seem to be present

**The following questions may be helpful in preparing for the interview and organizing your thinking afterwards:**

- How does this person make meaning of his/her life; how does she/he convey a sense of self?
- How does this person balance work and intimacy now, and how has he/she balanced them during other times in life?
- How is he/she coping with the tasks of aging?
- How is/has this person been affected by strengths or weaknesses in physical health?
- How does this individual currently relate to formal and informal support systems? How has she/he done so throughout her/his life?
- As this person speaks of the present and of the past, are strengths identified? Do you hear examples/themes of resilience?

## SYLLABUS SUMMARY

Session	Content	Assignments	Date
1	Course Overview Establishing a Framework		July 10
2	Emerging Adulthood Early Adult Development		July 12
3	Early Adulthood Intimacy & Relationships		July 17
4	Middle Adult Development Families & Parenting		July 19
5	Middle Adulthood Stress and Coping	<b>Young Adult Paper Due</b>	July 24
6	Middle Adulthood Issues		July 26
7	Older Adult Development		July 31
8	Older Adulthood Issues Spiritual Domain		August 2
9	Late Adulthood – Death & Bereavement		August 7
10	Review & Evaluation	<b>Middle/ Late Adult Paper Due</b>	August 9

## Session 1: Course Overview

### Establishing a framework for understanding adult development

Hutchison, Chapter 1. Aspects of human behavior: Person, environment, time

Gilgun, J.F. (1996). Human development and adversity in ecological perspective, Part I: A conceptual framework. The Journal of Contemporary Human Services, 77 (7), 395-402.

May, K. M. (2001). Theory: Does it matter? Family Journal, 9(1), 37-38.

Shonkoff, J. P., & Phillips, D. A. (2000). Introduction. In J. P. Shonkoff & D. A. Phillips (Eds.). From neurons to neighborhoods: The science of early child development (pp. 22 – 32).

**NOTE:** There will be additional readings this week. You will be notified by e-mail of these and how to locate them.

## Session 2: Emerging Adulthood

### Young adulthood – Theoretical Perspectives

Ashford, Chapter 10. Young adulthood: pp. 415 – 416, 418 – 425, 429 – 440, 447 – 450, 457 – 460, 465 – 467.

Hutchison, Chapter 4. The psychological person: Cognition, emotion, and self

Arnett, J.J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. American Psychologist, 55 (5), 469-480. **PDF**

Karen, R. (1990, February). Becoming attached. The Atlantic Monthly, 265(2), pp. 35-70. (Review from last year) **PDF**

Siegel, D. J. (2001). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration. Infant Mental Health Journal, 22(1-2), 67-94. **PDF**

## Session 3: Young Adulthood – Intimacy & Relationships

### The Self-in-Relation / Relational Cultural Theory

Bergman, S. J., (1991). Men’s Psychological Development: A Relational Perspective. Stone Center Working Paper Series, (Work in Progress No. 48.) Wellesley, MA. **PDF**

Clinchy, B. M (2002). Revisiting Women’s Way of Knowing. In B. K. Hofer & P. R. Pintrich (Eds.). Personal epistemology: the psychology of beliefs about knowledge and knowing (pp. 63 – 88). Mahwah, NJ: Lawrence Erlbaum. **PDF**

Cowan, C. P., & Cowan, P. A. (2001). Parenthood: Becoming a parent. In A. S. Skolnick & J. H. Skolnick (Eds.), Families in transition (11<sup>th</sup> ed., pp. 235 – 246). Boston, MA: Allyn & Bacon.

Miller, J. B., & Stiver, I. P. (1997). Chapter 1. Relationships revisited. In The healing connection: How women from relationships in therapy and in life (pp. 9 – 23). Boston, MA: Beacon.

Surrey, J. L. (1991). The self-in-relation: A theory of women's development. In J. V. Jordan, A. G. Kaplan, J. B. Miller, I. P. Stiver, & J. L. Surrey (Eds.), Women's growth in connection (pp. 51-66). New York, NY: Guilford.

Tatum, B. D. (1997). Racial identity development and relational theory: The case of Black women in white communities. In J. V. Jordan (Ed.), women's growth in diversity (pp. 91-106). New York: Guilford.

#### **Session 4: Middle Adulthood – Theoretical Perspectives Families & Parenting**

Ashford, Chapter 11. Middle adulthood, pp. 471 – 475, 485 – 492, 498 - 507.

Hutchison, Chapter 10. Families

Cowan, P., & Cowan, C. P. (1998). New families: Modern couples as new pioneers. In M. A. Mason, A. Skolnick, & S. D. Sugarman (Eds.), All our families: New policies for a new century: A report of the Berkeley Family Forum (pp. 169-192). New York, NY: Oxford University Press.

Slater, S. (1999). Chapter 1. Lesbian families. In The lesbian family life cycle (pp. 3 – 14). Urbana, IL: University of Illinois Press.

Rural and Appalachian Youth and Families Consortium (1996). Parenting practices and interventions among marginalized families in Appalachia: Building on family strengths. Family Relations, 45, 387-396. **PDF**

Grolnick, W. S., & Farkas, M. (2002). Parenting and the development of children's self-regulation. M. Bornstein (Ed.), Handbook of parenting, Vol. 5, Practical issues in parenting (2<sup>nd</sup> ed., pp. 89 – 110).

Barnes, G.G. (1999). Divorce transitions: Identifying risk and promoting resilience for children and their parental relationships. Journal of Marital and Family Therapy, 4, 425-441.

#### **Session 5: Middle Adulthood – Stress & Coping**

Hutchison, Chapter 5. The psychological person: Stress, coping, and adaptation

\*\*Hobfoll, S. (1996). Coping in reaction to extreme stress: The roles of resource loss and resource availability. In M. Zerdner & N. S. Endler (Eds.), Handbook of coping: Theory, research, applications (pp. 322-349). New York, NY: John Wiley.

Magnuson, K. A., & Duncan, G. J. (2002). Parents in poverty. In M. Bornstein (Ed.), Handbook of parenting, Vol. 4, Social conditions and applied parenting ((2<sup>nd</sup> ed., pp. 95 – 120). Mahwah, NJ: Lawrence Erlbaum.

\*\*Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R.A.R., & Updegraff, J. A. (2000). Female responses to stress: Tend and befriend, not fight or flight. Psychological Review, 107(3), 411-429. **PDF**

van der Kolk, B. A. (2002). In terror's grip: Healing the ravages of trauma. Cerebrum, 4, 34-50. On-line @ thetraumacenter.org **PDF**

\*\* These readings may change. You will be notified of changes in a timely manner.

### **Session 6: Middle adulthood – Issues**

Bograd, M., Strengthening domestic violence theories: Intersections of race, class, sexual orientation, and gender. Journal of Marital and Family Therapy, 25(3), 275-289.

Howell, L. C., & Beth, A. (2002). Midlife myths and realities: Women reflect on their experiences. Journal of Women & Aging, 14(3/4), 189-204. **PDF**

Piercy, K. W., & Cheek, C. (2004). Tending and befriending: The intertwined relationships of quilters. Journal of Women & Aging, 16(1/2), 17-33. **PDF**

Ramirez, A.Y.F. (2003). Dismay and disappointment: Parental involvement of Latino immigrant parents. The Urban Review, 35(2), 93-110. **PDF**

Scott, D. A., & Robinson, T. L. (2001). White male identity development: The Key Model. 2001). White male identity development: The Key Model. Journal of Counseling and Development, 78, 415-421. **PDF**

### **Session 7: Older Adulthood – Theories of Development Spiritual Dimension**

Hooymann, N. R., & Kiyak, H. A. (2005). Social theories of aging. Social gerontology: A multidisciplinary perspective (pp. 283 – 304). Boston, MA: Pearson.

Kolb, P. J. (2004). Theories of aging and social work practice with sensitivity to diversity: Are there useful theories? Journal of Human Behavior in the Social Environment, 9, 3-23. **PDF**

Zunker, C., Rutt, C., & Cummins, J. (2004). Older women on the U.S.-México border: Exploring the health of Hispanics and non-Hispanic whites. Journal of Women & Aging, 16(3/4), 105-117. **PDF**

### **Session 8: Older adulthood – Issues**

Hutchison, Chapter 6. The spiritual person

Daniels, J. E. (2004). Biographical sketches of elderly African-American women in later life. Journal of Women & Aging, 16(3/4), 169-178. **PDF**

Gregoire, T. K., Kilty, K., & Richardson, V. (2002). Gender and racial inequities in retirement resources. Journal of Women and Aging. 14(3/4), 25-39. **PDF**

Motenko, A., & Greenberg, S. (1995). Reframing dependence in old age: A positive transition for families. Social Work, 40 (3), 382-390. **PDF**

### **Session 9: Late Adulthood - Death & Bereavement**

Hooymann, N. R., & Kiyak, H. A. (2005). Death, dying, bereavement, and widowhood. In Social Gerontology: A multidisciplinary perspective (7<sup>th</sup> ed., 480-524). Boston: Pearson.

Rosenblat, P. C. (2001). A social constructionist perspective on cultural differences in grief. In M. S. Stoebe, R.O. Hansson, W. Stoebe, & H. Schut (Eds.), Handbook of bereavement research: Consequences, coping, and care (pp. 285 – 300). Washington, DC: American Psychological Association.

Shaver, P. R., & Tancredy, C. M. (2001). Emotion, attachment, and bereavement: A conceptual commentary. In M. S. Stoebe, R.O. Hansson, W. Stoebe, & H. Schut (Eds.), Handbook of bereavement research: Consequences, coping, and care (pp. 63 - 88). Washington, DC: American Psychological Association.

## **Session 10: Review / Evaluation**