Semester:
Course Number and Name: SWRK 525 Human Behavior and the Social Environment II
Semester Hours of Credit: 3 SH
Time Class Meets:
Room/Building:
Instructors Name:
Office Phone: E-mail Address:
Office Location:
Office Hours:

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Course Description: The course emphasizes social processes that transcend the individual, aiming to increase students' conceptual sophistication about the social context of human action and social work intervention. Within the person-in-environment framework, this course presents social theories and concepts that become tools for students' critical analysis of society, communities, social institutions and organizations, populations, and social problems in the context of practice. The examination of the relationship among socialization, social structures, and cultures is a main component of the course. Special attention is given to human diversity and social inequalities. Prerequisite: SWK 520.

Course Competencies:

1. To deepen students' understanding and use of the person-in-environment framework for the analysis of populations, social structures, cultures, and social problems in the context of practice.

2. To recognize, understand and use appropriate social theories for the explanation or interpretation of social conditions affecting people. Within the person-in-environment framework, these theories are primarily of an interdisciplinary nature within the bio-psycho-social-cultural domain.

3. To recognize, understand and analyze social structural and cultural factors, which are influential in the lives of people, families, and communities. In addition, to recognize the ways in which structural, cultural and personal factors affect each other.
4. To deepen understanding of socialization as the medium and the result of a person's life in a socio-cultural situation. This includes the reciprocal and multidimensional ways in which people both affect and are affected by social structure and culture.

5. To gain further ability to understand and appreciate all forms of human diversity and inequality by considering factors such as gender, race, ethnic origin, identity, age, social class, language, religion and sexual orientation, and to use sensible approaches and scientific data for their understanding and explanation.

6. To master the concept of community, to recognize its various types, to critically use theoretical approaches to community, and to develop basic skills in community analysis that build on students' understanding of "variables", such as community members, place, culture and interact patterns.

7. To master the concept of social institutions as the social mediators of culture, and to develop basic skills in the analysis of social institutions. This includes the traditional social institutions as well as those Institutions characteristic of contemporary society. Special attention is given to the critical understanding of social welfare and social work as institutions.

8. To master the concept of social organization, both formal and informal, as central to the understanding of social functioning in contemporary society, and to develop basic skills in the identification, conceptualization, and critical use of theoretical approaches in organizational analysis. Special attention is given to the organization of social services.

9. To understand the concept of social participation, social network, and social support as relevant social means for practice, and to develop skills in their analysis within the context of practice.

10. To recognize major social problems in contemporary society and to use appropriate theoretical approaches and data for understanding them at the societal, institutional, community and organizational levels. Social problems are assessed in the context of practice.

**Required Texts:**

Lemert, C. (2000). *Social theory; The multicultural and classical readings.* (3rd Ed.)


There will be a series of additional readings that will be placed on blackboard, you will be able to access these readings electronically.

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**ALL WRITTEN ASSIGNMENTS ARE REQUIRED TO FOLLOW APA FORMAT UNLESS OTHERWISE NOTED, ALL ASSIGNMENTS WILL BE SUBMITTED ELECTRONICALLY THROUGH BLACKBOARD OR VIA E-MAIL**
COURSE REQUIREMENTS AND EXPECTATIONS

I. Several videos will be shown in class to enhance awareness of race, class and gender issues in society. Diversity and the display of human behavior based on association with environmental factors are objectively expressed through the presentation of selected media. You are expected to respond to a series of questions following the showing of each video. This will be in the form of small group discussions focusing on a particular aspect of the video presentations. Some of the videos include Antwone Fisher, The Breakfast Club, Fatal Attraction, Rent, and Single White and others. This is considered part of your class participation grade. This assignment accounts for 20% of your final grade.

II. Democracy Now is a radio show that airs daily on North Carolina Central University’s WNC 90.7 FM. The show presents alternative information and analysis of current events and topics. You are required to go to www.DemocracyNow.Org. From this site, choose three (3) different topic areas of interest and post in the discussion area on Blackboard your reflections for each of the topics chosen. On this site, you will be able to select a show by topic or you can browse the various shows by dates. You are required to complete these individual postings and respond to at least two other classmates postings for each discussion area on Blackboard by midnight.

III. Your reflections must clearly address all of the following information:
   - Stated topic
   - Date of the show, commentary or posting to the website
   - The name of key presenter(s) on the topic
   - A brief explanation of the topic, including the rationale of the presenter(s) for this being a social concern, what system (s) do the presenter(s) say are involved in this issue; what gives the presenter(s) the credentials, validity, creditability and reliability to speak on this topic and your comments (critique) of the presenter(s) and their argument(s). How does this relate to the assigned texts: Anderson et al, Lemert or Longres?

This assignment accounts for 20% of your final grade.

IV. You are to choose a theory based on assigned readings, handouts, lecturers, Blackboard or as presented in class. From this, you will prepare a well written APA formatted 5-10 page personal theory paper that includes: a brief explanation of the chosen theory (its essential points), what group(s) is/are the focus of the theory, your agreement or disagreement with the theory, and your rationale for your position. Selected topic for Personal Theory Paper is due no later than 11:59 PM via electronic submission. The personal theory paper is due no later than 11:59 PM via electronic submission. This assignment accounts for 20% of your final grade.
IV. Theory Analysis Group Project - Each group is to be composed of between 2-3 persons. You are to choose a theory that provides you with a basis for analysis of a topic. Reviewing the course objectives should help facilitate this analysis. The paper must accomplish the following:

1) Explain what makes your topic a social issue; and for whom (be specific, are there any groups more affected than others?);
2) Who benefits and how from this social issue;
3) Is it exploitative / oppressive in any way; and
4) Must provide strategies towards solutions and/or amelioration of the issue(s). This means what social institution(s) will your group focus on to intervene and how, where, and when will you intervene. Can your group recommend any videos, documentaries, movies, books, or short stories, etc that are relevant?

Each group will have one hour for their presentation that will include a question and answer period. Remember that you must demonstrate your knowledge of theory as a basis for all you do as a social worker. It is suggested that your group choose and expand on the theories presented in assigned readings and from the text. Different theories apply at different times in the analysis and intervention phases. Each person in the group is to provide a statement as to their specific participation and responsibilities for the presentation and final paper (one paragraph). If you do not I will assume you did not participate and grade as such. The paper is to be 15-20 pages, APA formatted with a minimal of 10 scholarly references. The title page, abstract, and reference page(s) are not accounted in the 15-20 page limits.

The components of this final assignment are as follows:

Final Group Paper
Statement of Participation
Class-Group Presentation

The Final Paper is worth 25%, Statement 5% and Presentation 10%.

This assignment accounts for 40% of your final grade.

V. All written assignments are to follow APA 6th Edition Style Writing Guidelines. All written assignments will be submitted electronically via Blackboard or E-mail.

VI. Grading

A = 90 – 100  B = 80 – 89  C = 70 - 79  F = 0 – 69

A – Student takes initiative to exceed the standard; consistently produces excellent work, applying knowledge, skills/concepts correctly; demonstrating: creativity, analytical ability, and insight into course material.

B – Student meets the standard, produces a good to very good work that demonstrates his/her understanding of the course material, and applies knowledge, skills/concepts correctly.

VII. Attendance:

You are expected to attend every class session. This is School and University policy. The only exceptions are religious holidays and medical emergencies. Three absences for any reasons and you lose a letter grade on your final grade. Your attendance will affected your class participation.
**Course Outline & Readings:**

» **Session I**

**UNIT ONE: The Social Dimension: Social Theories & the Social Causation of Human Behavior**

**Syllabus & expectations, Social Work & the Macro/Micro Debate**

**Systems Theory, The Ecosystems Approach, Person-In-Environment Assessment.**

» **Session II**

**Sociological Theories: Functionalism & Symbolic Interactionism**

**Sociological Theories: Social Exchange & Marxian Theories**

» **Session III**

**UNIT TWO: Socialization, Culture, and Social Structure**

**Internalizing norms & values; Socialization beyond childhood; as a “two-way street”; the roles of the life-cycle.**
UNIT THREE: Human Diversity & Social Inequality

Stratification Part 1: Economic inequality & social class

➢ Session IV

Social Stratification Part 2: Race, Gender, & Ethnic inequality
Andersen & Collins, (2005). Chapter 8, Chapter 9, Chapter 13, Chapter 19, Chapter 54, Chapter 56.

➢ Session V

UNIT FOUR: Social Institutions

Social Institutions in general, The Family Part 1

The Family Part 2, “Normalcy”, Functioning, and Diversity in Family Life

UNIT FIVE: The Concepts of Community

Community: definitions, functions & Social Support

➢ MID-SEMESTER BREAK NO CLASS
Session VI

UNIT SIX: Social Organizations

Organizations, Bureaucracy, and Power

UNIT SEVEN: Social Movements and Change

Social Movements and Social Change

Session VII

UNIT EIGHT: Specific Social Problems

Contemporary Social Problems Part
Class Group Presentations

Session VIII

FINAL EVALUATION
Class Group Presentations (Con’t)