

INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK

**S511 Human Behavior & the Social Environment:
Organizations, Communities, Societies (3 credits)**

Instructor's Name: Marion Wagner, Ph.D.

Semester Year: Fall, 1996

Office: ES 4116

Phone No.: 317/274-6733

Email iboh100@iupui.edu

Section No.: R508

Room: ES 2109

I. Course Rationale & Description

In relation to S510, this course presents the theoretical base for understanding the larger social units and processes of society. It deals with the organizations, communities, and society as both targets and instruments of change. The course focuses on the ways that organizational, community, and societal structures and processes enhance or inhibit the well-being of people. This course examines how frameworks such as person-in-environment, systems theories, the dual perspective, and ecological systems bridge all aspects of human behavior in organizations, communities, and societies. Course content deals with selected social conditions and problems related to inequality, discrimination, and differential access to opportunity afforded by larger social systems as well as on individuals and groups within them. Social work values and ethics provide the guidelines for populations-at-risk, oppressed populations, and social and economic justice. Students will come to understand how systematic inequality and oppression impact human behavior within larger systems and the need to advocate for social and economic justice in organizations, communities, and society. Both critical thinking and creative thinking are fostered.

II. Objectives

In this course, students are expected to demonstrate achievement of the following objectives:

1. Identify and apply knowledge of economic, political, and social aspects of organizations, communities, and society on facilitating or impeding individual well-being.
2. Understand the process of critical thinking and apply it to the analysis of human behavior in larger social systems.

3. Apply and critique various theoretical frameworks in relation to organizational, community, and societal development and functioning.
4. Analyze theoretical frameworks to understand the interactions between and among various systems (i.e., organizations, communities, and societies).
5. Apply the systems approach to the critical analysis of social structures, such as human service organizations, communities, and society.
6. Critically evaluate differential theories of the structure and functioning of communities as social systems.
7. Evaluate applicable macro theoretical frameworks within the ethical and values base of the profession.
8. Identify and interpret the nature, scope, causes, and consequences of oppression, discrimination, and inequality in organizations, communities, and society.
9. Apply macro theoretical frameworks explaining the implications of diversity, discrimination, and oppression of people of color, women, lesbian women and gay men, and other populations at risk as well as those groups distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.
10. Critically evaluate different models or theories related to social change as a basis for empowerment and social and economic justice.
11. Identify the structure and processes of social units of different sizes as reacted to targets of change, change agents, and plan of action at these levels.

III. Content Outline & Readings

8/22/1996	Introduction and Course Overview
8/29/1996-9/5/1996	HBSE: Understanding, Critiquing, and Analyzing Traditional and Alternative Paradigms - Economic, Political, and Social Implications Readings: Schraver, chapter 1
9/12/1996	Power, Empowerment, and Oppression - Theoretical Constructs

and Implications for Social Work

Readings:

Simon, B. (1990). Rethinking empowerment.

Journal of Progressive Human Services, 1 (1), 27-39.

9/19/1996

The Social Systems Approach: Fundamental Aspects of Social Systems

Ethical and Values Implications of Systems Applications

Readings:

Schraver, chapter 3

9/26/1996-10/3/1996

Diversity, Culture, and Society: Theories, Concepts, and Their applications

Populations-at-risk : Strengths, Implications of Theories as they Relate to People of Color, Women, Lesbian and Gay People, and other Populations (Eyes on the Prize video).

Values and Ethics

Readings:

Schraver, chapter 2

10/10/1996-10/24/1996

Organizations: Theories, Concepts, and Their Applications
Organizational Behavior

Readings:

Schraver, chapter 8

10/31/1996-11/21/1996

Communities: Theories, Concepts, and Their Applications
Social Change: Models for Empowerment and Social and Economic Justice

Readings:

Schraver, chapter 9

Delgado, G. (1994). Beyond the politics of place: New directions in community organizing in the 1990s.

Oakland, CA: Applied Research Center

Fisher, R. & Kling, J. (1994). Community organization and new social movement theory. Journal of Progressive Human Services, 5 (2), 5-23.

11/14/1996 NO CLASS - NASW NATIONAL CONFERENCE, CLEVELAND, OHIO

12/5/1996

Summary, Evaluation, Ongoing Relationship of Course Content to Curriculum

Required and Recommended Readings

Required

Schriver, J. (1994). Human behavior and the social environment. White Plains, NY: Longman Publishing Group.

Delgado, G. (1994). Beyond the politics of place: New directions in community organizing in the 1990s. Oakland, CA: Applied Research Center

Fisher, R. & Kling, J. (1994). Community organization and new social movement theory. Journal of Progressive Human Services, 5 (2), 5-23.

Simon, B. (1990). Rethinking empowerment. Journal of Progressive Human Services, 1 (1), 27-39.

Recommended

American Psychological Association. (1994). Publication manual of the American psychological association. Washington, D. C.: Author.

Rivera, F. G., & Erlich, J. L. (1995). Community organizing in a diverse society. Needham Heights, MA: Allyn and Bacon.

Simons, G. F., Vasquez, C., & Harris, P. R. (1993). Transcultural leadership: Empowering the diverse work force. Houston, TX: Gulf Publishing Co.

Simons, G. S., & Zuckerman, A. J. (1994). Working together: Succeeding in a multicultural organization. Menlo Park, CA: Crisp Publications, Inc.

Supplemental readings may be assigned and/or recommended during class sessions.

IV. Course Format & Assignments

The class will operate in a lecture/discussion format, with possible guest speakers on appropriate topics. Small group discussions will also be used. Students are expected to complete reading assignments before class and actively participate in class discussions.

Course assignments will include the following (Further written instructions will be provided in class):

1. Organizational empowerment assessment. Students will analyze three

- 1. social welfare organizations for aspects of empowerment, using a rating system provided in class. (Due October 3, 1996. 25 points.)
- 2. Mini paper on systems. (Due October 17, 1996. 25 points.)
- 3. Mini paper on organizations (Due November 21, 1996. 25 points.)
- 4. Mini paper on communities (Due December 5, 1996. 25 points.)

Papers are to be written in APA format, Fourth Edition. They are to be typed and double spaced. Covers are not necessary. All sources are to be cited. Papers are to be the student's own independent work. Plagiarism will result in a failing grade.

V. Course Policies, Evaluation & Grading

All students will have an opportunity to formally evaluate the course and instructor at the end of the term using the required School of Social Work and University standardized evaluation materials. The educational process will be enhanced by ongoing, mutual feedback between students and the instructor. It is essential that students seek clarification when needed and express concerns about their educational needs as they arise. Student assignments will be individually graded and points will be assigned on the basis of the following scale:

98% = A+	88% = B+	78% = C+	68% = D+
			58% or less = F
95% = A	85% = B	75% = C	75% = D
92% = A-	82% = B-	72% = C-	72% = D-

Five focus areas will command our attention as we expand our knowledge of systems perspectives. First, we will enhance our ability to competently build upon diversity in macro systems. Second, we will explore how systems analytical frameworks can inform strategies for MACRO practice and provide direction for operationalizing our ethical commitment to advocacy to promote the general welfare of society. Third, we will integrate strengths and empowerment models of macro practice. Fourth, we will analyze the values and ethical implications of social systems approaches. Fifth, we will exemplify the NASW Code of Ethics principles of respect, fairness, and courtesy to our colleagues in order to create a learning environment conducive to the open exchange of diverse ideas.

Assignments will cover content presented by the instructor in class, as well as material from the required readings and class activities. Written assignments are designed to encourage students to think critically, synthesize their positions, and support their conclusions with relevant literature. Written assignments must be typed and edited for grammar, spelling, and non biased language. The Publication Manual of the American Psychological Association, (1994), is the required style manual.

Students are strongly encouraged to integrate knowledge from their practice experience, classes, field practica, and the literature. In keeping with the Indiana University Student Code of Ethics and General Principles and Policy on plagiarism, "any ideas or materials taken from another source for either written or oral use must be fully acknowledged" (Academic Handbook, 1988). Similarly, students are not permitted to use exactly the same paper for two(classes. Certainly, students are encouraged to build upon their past and current work as they develop their program plans. However, the source of non-original material, even when it is the student's own material, must be acknowledged. Collaboration on tests, take home exams and individual papers is considered unethical. Evidence of failure to abide by these guidelines will be addressed in accordance with the above School and University policies.

VI. Bibliography

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