

Tamburro  
Spring, 2003

**Indiana University School of Social Work**  
**S511: Human Behavior & the Social Environment**  
**Organizations, Communities, Societies (3 credits)**

**I. Instructor and Course Information**

**Course: S511    Section: R202**  
**Spring, 2003**  
**3:00 – 5:45**  
**Tuesday**  
**Room: ES 2103**

**Instructor:** Paul Tamburro, MA, MSW, ACSW, LCSW  
**Office:** ES4114B by appointment or in Cavannah 313  
**Office Hours:** CA 313 M, W 2:30-4 & M 5:30 – 7  
**Phone:** 812/339-3722 [home]  
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**II. Course Rationale and 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 the 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 system 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 crucial thinking and creative thinking are fostered.

**III. 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. 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, relation, and physical or mental ability.

9. Identify and interpret the nature, scope, causes and consequences of oppression, discrimination and inequality in organizations, communities and society.
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 related to targets of change, change agents and plan of action at these levels.

#### IV. Required Texts

Kirst-Ashman, K. K. (2000). Human behavior, communities, organizations, and groups in the macro social environment: An empowerment approach. Stanford, CT: Brooks/Cole.

Schraver, J. (2001). Human behavior and the social environment (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn and Bacon.

#### Recommended Texts

Meenaghan, T.M. & Gibbons, W. E. (2000) Generalist practice in larger settings: knowledge and skill concepts. Chicago, IL: Lyceum Books, Inc.

Riviera, F.G. & Erlich, J.L. (1998) Community organizing in a diverse society. Needham Heights, MA: Allyn and Bacon.

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

#### V. Course Outline & Readings

Session 1: (1/14) Overview of course; introductions; social work values; the concept of paradigm.  
**6 groups of 4-6 will be formed near the end of class**

Session 2: (1/21) Introduction to Paradigms. Macro-systems, Generalist social work and systems terminology; Critical thinking: NASW & NABSW Code of Ethics. - Understanding, critiquing and analyzing traditional and alternative paradigms.

**Reading:** Kirst-Ashman, Ch 1 ; Schraver, Ch 1; NABSW Code of Ethics handout  
**Names of Group Members submitted**

Session 3: (1/28) Session 3: 9/6 Traditional/Alternative Paradigms; Critical Thinking models & exercise.  
**Reading:** Schraver, Ch 2

Session 4: (2/4) Paradigm Thinking: Social Work Knowledge for Practice, applying and analyzing Human Behavior in a Larger Social Environment. Strengths Perspective. Traditional and Alternative Paradigms (Con't).

**Reading:** Schraver, Ch 3  
**Assign or decide on Group Topics for assignment "E"**

Session 5: (2/11) Systems Thinking and Social Work Knowledge for Practice. Working with communities; Introduction to Community Change.

**Reading:** Kirst-Ashman, Ch 2; Schraver, Ch 9  
**Personal Theory Paper Due** – In three to five typed pages  
**& Work on Presentation Topics: - 10 points** Group Project

Session 6: (2/18) Community Organizing/Community Development

**Reading:** Kirst-Ashman, Ch 3 & 4  
**Analytical written presentation followed by oral presentation – 3 groups**

Session 7 (2/25) Introduction to Organizations  
**Reading:** Kirst-Ashman, Ch 5 & 6  
**Analytical written presentation followed by oral presentation – 3 groups**

Session 8 (3/4)  
10/11 Diversity and Culture; Empowerment in organizations  
**Reading:** Kirst-Ashman, 7 & 8  
**Group organization presentation dates to be selected by lottery**  
**Time will be allotted for Formation of Presentations**

Session 9: (3/11)  
Empowerment in organizations continued  
**Time Allotted for planning organization presentations.**  
**Names of Group Members and brief outline are due**

Spring Break- NO CLASS: (3/18)

Session 10: (3/25) Perspectives on Organizations continued. Organizational behavior, alternative structures.  
**Reading:** Schriver, Ch 8  
**Time Allotted for planning presentations.**

Session 11: (4/1) Diverse Perspectives on Empowerment in organizations  
**Reading:** Kirst-Ashman, Ch 9  
**Two Group Presentations**  
**Group Paper on Organizations “B” is Due**

Session 12: (4/8) Perspectives on Groups  
**Reading:** Schriver, Ch 7; Kirst-Ashman, Ch 10  
**Two Group Presentations**

Session 13: (4/15) Perspectives on Groups: Cultural Competence on the Macro Level  
**Reading:** Kirst-Ashman, Ch 11 & 12  
**Two Group Presentations**

Session 14: (4/22) Paradigm Shifts – Perspectives on Macro- Practice  
**Reading:** Schriver, Ch 10  
**Two Group Presentations**  
**Final Exam – Take home distributed and discussed**

Session 15: (4/29) Putting it all together  
Summary of course content; evaluations  
**Final Exam Due**

## ASSIGNMENTS

1. The class will operate in a lecture/discussion format, with possible guest speakers on appropriate topics and field trips. (25% of grade).
2. Traditional & alternative paradigm Analysis paper. Due: February 18<sup>th</sup> (25% of grade)
3. Communities viewed from a social work perspective – Reflective Paper. Due: March 25<sup>th</sup> (25% of grade).

4. Organizational assignment. Due: April 22<sup>nd</sup>. (25% of grade).

## COURSE POLICIES, EVALUATIONS & 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:

A+	98-100	C	73-76
A	93-97	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	Below 60
C+	77-79		

Students are strongly encouraged to integrate knowledge from their practice experience, classes, field practice, 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" (MSW Comprehensive Handbook, 2001). 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 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. Course Format & Assignments

Major assignments will include examinations, analytical written presentations, oral presentations, and critique. 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:

#### **A. Personal Theory Paper – 10 points**

In three to five typed pages, describe the your concept of community and large system social work. After doing the readings of the first chapters in Kirst-Ashman and Shriver, and considering your educational and other life experiences, identify macro theories that seems most influential to you at this time. Explain what the theory is and why it fits for you. (NOTE: No sources other than Kirst-Ashman and Shriver are required.) **Due: 2/11**

#### **B. Group Project: Paper on organizations. - 30 points**

Class will divide into 6 to 8 small groups. Each group will-

Choose a social welfare or advocacy organization with which at least one member is familiar and can describe to the other group members. Describe the organization using organizational theory. Include discussion of aspects of the theory or model come from class readings. Include a discussion of the ways this organization addresses issues of diversity, including: race, sex, sexual orientation, class, age, and ability/disability.

submit a group paper = 10-15 pgs (**Due: 4/1**)

- briefly describe the organization being critiqued (1½ -3 pgs)
- briefly describe the populations served & how population-at-risk are served (1½ -3 pgs)
- demonstrate critical thinking as you analyze the strengths and weaknesses of this organization using social work concepts with the identified population-at-risk; hypothetical scenarios and vignettes are encouraged; make a recommendation whether or not you would encourage changes in the organization (5-6 pgs)
- identify one alternative model that you could also develop [or use instead] to serve this organizations client population, giving at least 3 reasons why (2-3 pgs)

presentation to class (**April 1, 8 and 15 and 22**)

- all group members are required to participate in the presentation; which should take 30-40 minutes and include time for Q & A from class
- presentation is based on paper, but should not consist of simply reading the paper! Be creative – role plays and demonstrations are encouraged.

**C. Take-Home Examination – 30 points**

A take home **final** exam will be given. This will include multiple choice, true/false, definitions and short essay and will be completed in one week and answered in language learned in the course.

**D. Analytical written presentation followed by oral presentation - 20 points** Group Project

Choose a macro systems topic related to the class readings or discussions. Choose a topic with which you have had some personal or work experience. Pick a topic which you think you might want to discuss or present on in a public meeting such as to legislators or possible financial donors. Do a literature search for Social work research related to this topic and write a short paper of 4-6 pages describing the topic in an introductory section, detail the research and you experience in a middle (main body) section and then present a critical analysis and why this topic should be of interest to others. Cite your sources and present your findings/ analysis in class as if the class were a non-social worker audience. This paper is to be handed in but is primarily to help you structure your presentation.

**E. Extra credit Group Option- Class Participation – Optional 1to10 points**

The first day you will start forming into small groups. Each class period one of the groups may assist in leading discussion on the chapter readings and may gain extra credit for your group (up to 10 points) for additional creative class activities on the day your group is in charge.

This may include guest speakers, role plays, and audio visual aides. etc.

**VII. Course Policies, Evaluation & Grading**

1. 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:

98-100	A+	87-99	B+	78-79	C+
93-97	A	83-86	B	73-77	C
90-92	A-	80-82	B-	70-72	C-

2. Each student is expected to maximize attendance and participation in this course since the teaching techniques include a high degree of student involvement. Any student with more than 3 unexcused absences will loose points in the amount of a plus or minus (about 3 points). Attendance will be taken. Assigned readings and exercises are to be completed prior to class.

3. Students are strongly encouraged to integrate knowledge from their practice experience, classes, field practicum and the literature.
4. 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 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.

I will be available after class on Tuesdays and on other days by appointment. Please feel free to make contact in person, by email at school or home: ptamburr@indiana.edu or by telephone 812/339-3722 [home].

### VIII. Bibliography

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