SELECTED SUBJECTS IN HUMAN GROWTH
AND SOCIAL BEHAVIOR: MICRO SYSTEMS

"Men are not only worse,
but also better than
they think they are."

-- Sigmund Freud

I.   INTRODUCTION:

This foundation human behavior and social environment course is designed
to help students develop a viable conceptual frame of reference within which to
explore, analyze, process, and synthesize a wide range of theoretical
constructs and empirical findings derived from the socio-behavioral sciences.
It is taught simultaneously and in tandem with a similar course which deals
with analogous content at the macro systems level. Together, these two
behavioral science courses comprise a foundation for related content taught
concurrently in the social work practice and social policy areas of the broader
curriculum. They also provide a basis for students to begin to explore and to
analyze the human diversity of behavior that occurs within and between the
various size systems that comprise the physical and social contexts within
which social work practice takes place, namely, work with individuals, small
groups, organizations,institutions, and communities at various levels.

This micro systems component, while focusing primarily on content related
to the social functioning of individuals, families, and small groups, is
organized on the assumption that behavior occuring at the micro level both
affects and is affected by events that occur within the broader macro context.
For that reason, a number of theoretical constructs and organizing themes have
been identified in an effort to enable students to compare and synthesize
behavioral science knowledge components from across several systemic levels.
For example, at the outset of the course, a general systems approach will be
developed as a common framework for considering theoretical content from both
the micro and macro systems courses. Similarly, a number of key nomothetic and
ideographic constructs have been identified for study, such as:

Structure	Process	Value and Ideologies
individual	growth and development	norms
family	maturation	expectations
group	socialization	culture
organization	social control	ethnic
institution	power and leadership	racism
community	decision making	sexism
role and system	individualism and	sanctioning
	social conflict	pathology
	communication	deviance
	social change	diversity
	institutionalization	
	and integration	
	stratification and	
	mobility	
	stress and coping	

These constructs, while not intended to represent an exhaustive nor necessarily a mutually exclusive list of relevant variables, are intended to serve as useful reference points for studying social functioning at both the micro and macro levels. It is felt that such constructs can aid the student in his or her efforts to gain a comprehensive view of human behavior, including the diversity of its forms as well as the multiplicity of its reference contexts.

II. EDUCATIONAL OBJECTIVES:

The above statement of purpose requires that students be offered an opportunity to achieve the following competencies. The expectation is that achievement of such competencies will be demonstrated through various class assignments and other learning experiences planned for the course.

1. Develop an understanding of the essential wholeness of the human being with recognition of the physical, intellectual, emotional, and social aspects of human functioning.

2. Understand the assumptions, value orientation, major concepts, and biases of selected behavioral science theories.

3. Acquire knowledge about characteristics of small groups and understand the functioning of small groups.

4. Acquire knowledge about the current literature, research, and theories on human development.

5. Understand human needs, tasks, and behavior during each of the developmental stages of the life cycle.

6.   Demonstrate an understanding of human diversity, recognize the impact
      of that diversity upon behavior, and be able to individualize people,
      their problems, and their environment.

7.   Demonstrate an understanding of the relationship between individual
      human behavior and sociocultural conditions.

8.   Apply knowledge of human functioning to situations occurring in daily
      life and in social work practice.

9.   Integrate and synthesize concepts from the sociobehavioral sciences
      into a frame of reference for understanding human behavior and the
      social environment, and be able to utilize this frame of reference as
      a base for social work assessment and intervention.

10.   Explain in writing a theoretical orientation to human behavior that
      has both practical and emotional significance for you as a social
      worker.

11.   Begin to evolve a personal, composite view of human social functioning
      as well as the requisite attitude of mind that will enable you to
      modify that view in response to appropriate professional and
      scientific developments.

12.   Approach the understanding of human social functioning in an
      objective, systematic, and constructively critical manner, aware of
      the inherent potentialities and limitations of the ideas you are
      exploring and using for that purpose.

III. COURSE CONTENT;

   The content of this course will be organized into six general units of
instruction, each serving to provide both a basis for the content it precedes,
as well as an extension and deepening of content already covered.

   Unit 1:

   This initial unit is designed to help the student develop the kinds of
   analytical tools that will be necessary to properly assess the various
   theories or theoretical constructs introduced in this and other courses.
   Given the inevitable limitations of a course such as this, it was decided
   that a useful way of helping students to critically evaluate the ideas
   being presented in this course, as well as those likely to be encountered
   elsewhere, would be to equip them with some useful criteria that can be
   employed in the analysis of any human behavior theory. It is impossible to
   cover all relevant social and behavioral theories. Therefore, parsimony
   suggests that we devote some attention to a consideration of the kinds of
   tools that are necessary to enable the student to carry out this task on
   his or her own.

Readings for Unit 1:

Berger and Federico: pp. 69-73.

Powers, G. T. Conceptual Schema for the Analysis of Social Science and Practice Theory (Reader, pp. 244-252).

Fischer, Joel. Effective Casework Practice: An Eclectic Approach. New York: McGraw-Hill, 1978, pp. 311-316.

Ford, Donald H. and Urban, Hugh B. Systems of Psychotherapy: A Comparative Study. Rev. Ed., New York: John Wiley and Sons, 1965, pp. 83-106.

Patterson, C. H. Theories of Counseling and Psychotherapy. 2nd Ed. New York: Harper and Row, 1973, pp. xii-xxii.

Simon, Bernice K. "Social Casework Theory: An Overview." In Robert W. Roberts and Robert Nee. Theories of Social Casework. Chicago: The University of Chicago Press, 1970, pp. 353-394.

Turner, Francis J. "Theory in Social Work Practice." In Francis Turner, Ed. Social Work Treatment: Interlocking Theoretical Approaches. 2nd Ed. New York: The Free Press, 1979, pp. 1-12.

Unit 2:

This unit of instruction will deal with conceptual content derived from the general systems approach to understanding human social functioning. The intent of the unit is to develop a conceptual framework of heuristic value so that students will have a useful vehicle for the complex task of analyzing, processing and synthesizing the numerous theories, constructs and pieces of empirical information that are woven throughout the fabric of the two courses. It is not a goal of the course to cover "systems theory" as a separate substantive theory, but rather as a highly flexible and pragmatic analytical model capable of accommodating many facets of the various theoretical schools of thought to be covered throughout this course.

This unit will begin with the presentation of some didactic material on general systems theory designed to help students begin to think systemically. It will gradually evolve into a discussion of a model dealing with the nomothetic and ideographic factors that effect the structure and functioning of social systems in particular.

Readings for Unit 2:

Allport, Gordon W. "The Open System in Personality Theory." Journal of Abnormal and Social Psychology 61 (1960), pp. 301-311.

Berger and Federico: Introduction and Chapters 1, 2 and 4.

Chin, Robert. "The Utility of Systems Models and Developmental Models for Practitioners." In Warren G. Bennis, Kenneth D. Beanne, and Robert Chin, Eds. The Planning of Change. New York: Holt, Rinehart and Winston, 1961, pp. 201-215.

Compton, Beulah R. and Galaway, Burt. Social Work Processes. Rev. Ed., Homewood, Illinois: Dorsey Press, 1979, pp. 68-124.

Germain and Gitterman. "The Life Model of Social Work Practice," in Social Work Treatment, 2nd Ed., Francis Turner, Ed., pp. 361-372.

Germain, Carel. "The Ecological Approach to People - Environment Transactions," Social Casework, 62 (6), June 1981, pp. 323-331.

Hartman, Ann. "To Think About the Unthinkable." Social Casework 58:8 (October 1977), pp. 467-474.

See also references to various facets of groups in the Course Reader, pp. 212-221.

Unit 3:

This unit will focus respectively on the critical analysis of three major theoretical "schools of thought:" the analytical (dynamic) school, the humanistic (existential, phenomenological) school, and the behavioral (learning) school. The intent throughout this unit is to help students understand the essential characteristics of each of these theoretical orientations, including not only specific content related to each, but also the fundamental assumptions and value commitments inherent in each. While particular theories and theorists will be noted and discussed, the primary goal will be to help students gain an accurate and manageable notion of the broader theoretical orientation rather than the particular sub-theory within that orientation. Students will be encouraged and opportunities will be made available for students to pursue idiosyncratic interests. However, because of the complexity of this course, it is felt that the most effective way to organize content is to start with a general orientation to the subject in question then to deal with relevant specifics as particular illustrations of the broader field of inquiry. It is felt that this will help the student appreciate not only the similarities among theories and theorists falling within the same orientation, but also the differences.

It is assumed that most students come to this course with at least some background, albeit considerable diversity, in the general field of human behavior. The goal, therefore, is to help them build upon that knowledge, while at the same time fit it into the broader structure of the field of knowledge itself.

The rationale for including the three selected "schools of thought" is that each represents a significant force in contemporary behavioral science, each poses a point of view that is at least somewhat unique, each provides a context within which to review and sharpen one's perspective of the others, and each is, in part, compatible with the school's wholistic, generalist point of view of what social work practice is all about.

Readings for Unit 3:

Brenner, Charles. An Elementary Textbook of Psychoanalysis, pp. 1-126.

Corsini, Raymond, Ed. Current Psychotherapies. Rev. Ed., Itasca, Illinois: F. E. Peacock Publishers, 1973, Chapters 1, 4, 6.

Ivey, Allen E. with Simek-Downing, Lynn. Counseling and Psychotherapy: Skills, Theory, and Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1980, pp. 186-255.

Krill, Donald F. "Existential Social Work." In Francis J. Turner, Ed. Social Work Treatment: Interlocking Theoretical Approaches. 2nd Ed., New York: The Free Press, 1979, pp. 147-176.

Meenaghan, Thomas M., Powers, Gerald T. and Feld, Allen. "Developing Curricular Options in the Pursuit of Integration." Journal of Education for Social Work 14 (Winter 1978), pp. 94-101.

Strean, Herbert S. Personality Theory and Social Work Practice. Metuchen, New Jersey: The Scarecrow Press, 1975, Chapters 1-3 and 11-12.

Stuart, Richard. "Behavioral Modification," in Social Work Treatment, 2nd Ed., Francis Turner, Ed., pp. 433-446.

Werner, Harold. "Cognitive Theory," in Social Work Treatment, 2nd Ed., Francis Turner, Ed., pp. 243-269.

White, Robert W. "Ego and Reality in Psychoanalytic Theory." In Psychological Issues 3 (1963), Monograph 11.

Unit 4:

This unit is designed to help students to become more consciously aware of the needs of people and of the ways various social systems (including the culture of a people) develop to meet such needs. It further considers the impact upon each of us when these needs are denied or the accepted ways of meeting them deny us access to opportunities to meet them.

Readings for Unit 4:

Berger and Federico: Chapter 3

Chestang, Leon. "Environmental Influences on Social Functioning: The Black Experience," in The Diverse Society: Implications for Social Policy, edited by Cafferty and Chestang. Washington, D. C.: NASW, 1976, pp. 59-74.

Norton, Delores, et al. "The Dual Perspective," pp. 3-10.

Schaef, Anne. Women's Reality. Minneapolis: Winston Press, 1981.

Social Casework 53:5 (May 1972); 53:8 (October 1972); 54:2 (February 1973); 55:2 (February 1974); 55:8 (October 1974); 56:7 (September 1975); 57:3 (March 1976); and 58:8 (October 1977).

   These issues contain a number of articles dealing with race and ethnicity.

Sotomayor, Marta. "Language, Cultural and Ethnicity in Developing Self Concept." Social Casework 58:4 (April 1977), pp. 195-204.

Unit 5:

This particular unit will focus attention on issues related to the universal human condition of stress and coping. The two basic ideas will be discussed within the context of how they effect social functioning – either as a source of growth and development, or stagnation and decay. Various forms of stress (such as: illness, disability, separation, grief, loss, discrimination, powerlessness) will be considered in terms of their impact on the coping process.

Readings for Unit 5:

Holmes, T. H. and Rahe, R. H. "The Social Readjustment Rating Scale," Journal of Psychosomatic Research, 11, 1967, pp. 213-218.

Jenkins, C. David. "Psychological Modifiers of Response to Stress," Journal of Human Stress. 5. December, 1979, pp. 3-15.

Monat, Alan and Lazarus, Richard S. Stress and Coping. New York: Columbia University Press, 1977, selected articles will be assigned.

Velasquez, Joan. The Use of Defuses in the Protection of the Ego (See Reader).

Unit 6:

This unit will consider the concept of development as it relates to the human life cycle. As such, it introduces a longitudinal or historical dimension to the understanding of social-psychological functioning. Within this perspective, human behavior is viewed as an evolving process within which genetic and developmental issues are particularly important. The twin topics of motivation and socialization are dealt with as critical issues to be considered at each stage of the life cycle – birth and infancy through old age and death.

Readings for Unit 6:

Armstrong, Mary. "Toward a Marital Contract," Social Casework, 62 (9), November 1981, pp. 520-528.

Berger and Federico: Chapter 5.

Erikson, Erik. "The Eight Ages of Man," in Childhood and Society, 2nd Ed., New York: W. W. Norton & Co., 1963, pp. 247-274.

Gilligan, Carol. In A Different Voice. Cambridge: Harvard University Press, 1982.

Golan, Naomi. Passing Through Transitions. New York: The Free Press, 1981.

Kohlberg, Lawrence. "The Cognitive-Developmental Approach to Moral Education," Phi Delta Kappan, June 1975.

Levinson, Daniel J. The Seasons of a Man's Life. New York: A. A. Knopf,
     1978.

Mendes, Helen. "Single-Parent Families: A Typology of Life-Styles,"
     Social Work, May 1979, pp. 193-199.

Pincus, Allan. "Reminiscence in Aging and Its Implications for Social Work
     Practice," Social Work, July 1970, pp. 47-53.

Sheehy, Gail. Passages: Predictable Crises of Adult Life. New York: E.
     P. Dutton, 1976.

Singer, Dorothy. "Piglet, Pooh, and Piaget," Psychology Today, June 1972,
     pp. 71-74.

Van Hoose, William and Worth, Maureen. Adulthood in the Life Cycle.
     Dubuque, Iowa: Wm. C. Brown, 1982.

IV. ASSIGNMENTS, FEEDBACK AND EVALUATION

This course is organized around a teaching format that includes lectures,
class discussions, and practicum exercises. Therefore, student evaluations
will be tied directly to these three areas.

With respect to lecture materials, it is expected that students will use
class content as a point of departure for independent thought and action rather
than as a set of ideas to be blindly absorbed and parrotted back. It is
assumed that students will read selectively on their own in areas related to
relevant class issues. The bibliography that accompanies each unit is intended
to serve as a temporary guide which will hopefully help launch students into
independent explorations of topics and issues of personal interest and concern.

There will be at least two grade related requirements designed to enable
students to use or apply the knowledge they are gaining throughout the course.
The relative weight of each of these in terms of their contribution to the
final grade will be determined with the class at a later date.

Students are encouraged to participate in class discussion by way of
questions, comments, relevant observations, insights, applications, etc. Each
of us brings a wealth of knowledge and life experiences to the learning
situation. It is hoped that everyone will feel free to share that knowledge
and those experiences as appropriate input for learning. The only caution in
this respect is that in most class discussions, it is the quality of input
rather than quantity that usually makes a contribution. In addition, hopefully
we will find it possible to carry out our discussions within an atmosphere in
which we feel free to disagree without being disagreeable.

All students will have an opportunity to evaluate each class as well as the
overall instructor at the end of the term. However, we will also create a
"General Welfare Committee" as one means of providing critical feedback to the
instructor concerning any facet of the course at any point during the course.
This evaluation and feedback vehicle will be discussed and developed at the
beginning of the course.

It is hoped that this course will prove to be meaningful and enjoyable. It you have any questions or problems, please feel free to contact me as soon as possible. My office is located on the fourth floor of the E/S Building (264-8362). Should you need to contact me at home, my phone number is 251-5513.

Textbooks

Berger, Robert and Federico, Ronald. Human Behavior: A Social Work Perspective. New York: Longman, 1982.

Brenner, Charles. An Elementary Textbook of Psychoanalysis. Revised Edition. Garden City, New York: Anchor Press/Doubleday, 1974.

Gilligan, Carol. In a Different Voice. Cambridge: Harvard University Press, 1982.

Schaef, Anne Wilson. Women's Reality. Minneapolis: Winston Press, 1981.

NOTE: "Human Behavior Reader" -- For students who wish to buy a packet of the additional assigned readings, they will be reproduced and available for purchase from Joanne Sanders in ES 4138A.