

INDIANA UNIVERSITY  
SCHOOL OF SOCIAL WORK

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

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Semester Year: Fall 1999  
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**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

#### Topic 1 - Aug. 26, Sept. 2

Introduction and Course Overview - HBSE: Understanding, Critiquing, Critical Thinking and Analyzing Traditional and Alternative Paradigms. Human Behavior in larger Social Systems.

**Assignment: Chapter 1. (Shriver)**

#### Topic 2 - Sept. 9, 16, 23

Social Work Practice & Knowledge Paradigm Thinking.

The Social Systems Approach: Fundamental Aspects of Social Systems.  
Analytical, Ethical and Values Implications of Systems Applications.

**Assignment: Quiz. (9/16). Student Logs.**

**Chapters 2 & 3 (Shriver)**

#### Topic 3 - Sept. 30, Oct. 7

Critical Social Issues and Problems: Power, Oppression, and Strengths of Populations-at-risk. Analytical, Values and Ethical Implications. Opportunities & Problems; Crisis & Change.

**Assignment: Presentations. Take Home Exam, (10/7). Workbook.**

**Outlines of Ch 1 - 3 (10/7) Riviera. Student Logs.**

**Chap. 4 (Shriver)**

## Topic 4 - Oct. 14, 21

Diversity, Culture, and Society: Theories, Concepts, and Their Applications  
Analytical, Values and Ethical Implications, Case Illustrations, movies

**Assignment: Presentations. Take Home Exam due (Oct. 14).**

**Outlines (Chap. 4-8) Riviera. Student Logs. Chapter 5 (Schrivier).**

## Topic 5 - Oct. 28, Nov. 4

Organizations: Theories, Concepts, and Their Applications.

**Assignment: Presentations.**

**Take Home Exam due (11-18). Student Logs.**

**Chapter 8 (Schrivier)**

## Topic 6 - Nov 11, 18

Communities: Theories, Concepts, and Their Applications

**Assignment: Presentations. Analytical Paper.**

**Outlines (Ch 9 - 13, Rivera). (Chap. 9 Schrivier). Student Logs.**

## Topic 7 - Dec. 2, 9

Paradigm Shift

Social Change: Models for Empowerment, Political, Social and Economic Justice  
Analytical Values and Ethical Implications

**Assignment: Take Home Exam Due. In-class exam. Take Home  
Exam Due. Presentations. Student logs. In-class Quiz.**

**Chapter 10 (Schrivier)**

**Required Text**

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

**Recommended Texts:**

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

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

### Content Outline, Week by Week

- Session 1, 8/26/99                      Overview of course; introductions, social work values; the concept of *paradigm*.
- Session 2, 9/2/99                        Introduction to Paradigms  
**Reading:** Shriver, J. (1998). Ch 1; pp. 2-57.
- Session 3, 9/9/99                        Traditional Alternative Paradigms  
**Reading:** Shriver, J. (1998). Ch. 2; pp. 58-111; (*other readings to be assigned*).
- Session 4, 9/16/99                      Traditional and Alternative Paradigms (cont'd.)  
Social Systems Model.
- Session 5, 9/23/99                      Paradigm Thinking and Social Work Knowledge for Practice.  
  
**Movie:** *Once Upon a Time When We Were Colored*  
**Readings:** Shriver, J. (1998). Ch 3; pp. 112-157.
- Session 6, 9/30/99                      NASW Code of Ethics  
Power, Oppression and Strengths Perspective  
**Due: Names of Group Members & Topics**
- Session 7, 10/7/99                      Critical Thinking  
**Readings:** Shriver, J. (1998). Ch. 4, pp. 158-222  
Review on individuals from S510  
**Due: Dates for Presentations** (*Distribute sign-up sheets*)
- Session 8, 10/14/99                      **Group Presentation Preparation**
- Session 9, 10/21/99                      Perspectives on Organizations  
**Readings:** Shriver, J. (1998). Ch. 8; pp. 422-471.
- Session 10, 11/4/99                      Perspectives on Community(ies)  
**Readings:** Shriver, J. (1998). Ch. 9; pp. 472-525.  
**Movie:** *The Last Picture Show*  
**Group 1 Presentation (TBA)**
- Session 11, 11/11/99                      Perspectives on Organizations (cont'd.)  
**Group 2 Presentation (TBA)**

Session 12, 11/18/99	Presentations Group 3 Presentation.....TBA Group 4 Presentation.....TBA Group 5 Presentation.....TBA
<b>No Class</b>	<b>Thanksgiving Holiday</b>
Session 13, 12/2/99	Paradigm Shifts <b>Movie:</b> <i>1968: The Year that Shaped a Generation</i> <b>Due: Community Paper</b> Review for Final
Session 14, 12/9/99	Putting it all together Readings: Shriver, J. (1998). Ch. 10; pp. 526-534
	<b>Final Examination</b>

#### IV. Course Format & Assignments

Major assignments will include choice of in class examinations, take-home examinations, analytical papers, oral presentations, integrative projects, workbook entries, and student logs. Specific requirements for each assignment, including standards for evaluation, are below:

Potential Assignments:

##### In-class Examinations - 40 points each

Two quiz-like examinations to test the in-class learning, lectures and readings will be offered during the 5th and final class. The questions will include multiple choice, true/false, definitions and short essays.

##### Take-Home Examinations - 75 points each

Two check-up examinations will be available to take home. They will be essay in nature and will be completed in one week and answered in language learned in the course. These exam responses will be typed and references will be cited..

##### Analytical Papers - 100 points each (2)

Two integrative analyses are encouraged. These are meaningful assignments for integrating learning. The analyses should include 2 to 3 citations and be 5-10 pages in length. One will be a community analysis. The other will be an analysis of an organizational system. A movie or an actual experience may be used.

Paradigm Deconstruction -(Group Presentation) - 200 points

Students are required to design a presentation that will address a social institutional issue as the focal point. Discussion should include recommendations and conclusions as outlined in the Appendix of this syllabus.

Student Logs - 5 points each

Students may offer critique of class discussions to the instructor via email. Critical thinking tenets must be followed; 2 screens, at least, are expected. 1 - 13 of Riviera & Ehrlich may be outlined according to the attached guideline.

Assignments and examinations 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 double-spaced, edited for grammar, spelling, and non biased language. The Publication Manual of the American Psychological Association, (1994) is the required style manual.

**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. Points will be added and translated into letter grades, as follows:

291-300 = A+	269-260 = B+	239-230 = C+	<209 = D+, no credit
290-280 = A	259-250 = B	229-220 = C	
279-270 = A-	249-240 = B-	219-210 = C-	

Students can earn up to 300 points. Consistent with school policy, a grade of AC@ or lower can be grounds for dismissal from IUSSW.

The format of the course includes both didactic and experiential learning. Content will be explored through mini-lectures, discussion, simulations, readings, written assignments, videotapes, and small group exercises, and student presentations. Each student is expected to maximize attendance and participation in this course since the teaching techniques include a high degree of student involvement. Missing more than 2 classes can negatively affect your grade. Students who miss 1/3 or more of the classes will lose 25 points. Students who attend all classes will receive 25 bonus points. Assigned readings and exercises must be completed prior to class. In fairness to students who

complete their work on time, 25 points will be deducted from assignments submitted after the deadlines.

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.

**\*Note: Credit is given to Dr. Carolyn Black in the creation of this syllabus.**

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**APPENDIX**

**S511 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT  
ORGANIZATIONS, COMMUNITIES & SOCIETY**

**Community Organizing Outlines**

The chapters of the Riviera & Ehrlich book may be outlined according to the following guidelines:

- I. The Community being studied in profile
  - A. History of the group in the U.S.
  - B. Values of the population
  - C. Symptoms of oppression.
  - D. Socio-demographic characteristics
  
- II. Community Problem Solving
  - A. Approaches
    - 1. Community Development
    - 2. Cultural Enhancements
    - 3. Empowerment
  - B. Practice Skills/Principles
  
- III. Case Study/Model
  - A. Models of Intervention
    - 1. Strengths
    - 2. Problems/issues/needs
    - 3. Programs
  - B. Specific Organizing Strategies
  
- IV. Future Directions
  - A. Analysis & Assessment of the Experience.
  - B. Planning.
  - C. Trends
  - D. Challenges.

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**Organizational Analysis Paper (*Outline*)**

You relationship with the organization that you select for analysis should be the following: a current or former employee; a current or former volunteer; or, a current or former field work student. Any other relationship to the organization should be discussed with the instructor before proceeding with the paper. This organization must be a social work or social welfare organization.

The organization should be analyzed using the dimensions of traditional and alternative paradigms discussed by Shriver in chapter 2 of the text. Also, you should analyze the organization using the basic paradigm questions presented by Shriver in Chapter 1 of the text. The following topics should be discussed in your paper.

- Brief description of the organization (*including purpose/function and population served*)
- Mission Statement
- Paradigm dimensions
  - Methods (*processes*)
  - Attributes
  - Perspectives
  - Standards
  - Ways of relating
- Basic paradigm questions (*See Shriver, Chapter 1*)
- Conclusions
  - Is the organization operating from a traditional or alternative paradigm?
  - Is the paradigm consistent with social work values?

Papers should be from six to eight pages, typed and double-spaced. A reference sheet should be included with your paper. APA formatting is to be used for citations in the text of the paper and the reference sheet.

**INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK****S511 Human Behavior and the Social Environment  
Organizations, Communities & Society****Community Analysis Paper (Outline)**

In Chapter 9, Schriver presents several perspectives on communities. Communities often contain elements of both traditional and alternative paradigms and can be geographical or non-place communities. You should analyze your community by discussing the following elements:

- is the community a geographical or non-place community? What are the units or **subsystems** (*individuals, families, organizations, etc.*)?
- What are the boundaries of the community? Who belongs? Who does not belong? How does one gain admittance?
- How do parts or units of the community interact with each other? (i.e., *town hall meetings, neighborhood block clubs, local newspaper, internet, etc.*)
- What is (are) the function(s) or purpose(s) of the community?
- How are these functions or purposes carried out?
- How are the structured relationships maintained in the community (i.e., *What are the processes that hold the community together--ideology, homogeneity; families, community council, recreation, etc.*)? How is a sense of community preserved and nurtured?
- What are the relationships of the community to the larger external environment? How are these relational patterns performed?
- How are the talents and strengths of individual members acknowledged and used? How are labeled *deviant* members treated?
- How does the community celebrate?
- How does the community cope with tragedy?
- What are some advantages and disadvantages of the way the community is structured and carries out its function(s)?

Papers should be from six to eight pages, typed and double-spaced. A reference sheet should be included with your paper. APA formatting is to be used for citations in the text of the paper and the reference sheet.

**INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK****S511 Human Behavior and the Social Environment  
Organizations, Communities & Society****Group Project Report (Format)**

Groups will select a social issue that affects marginalized populations (e.g., groups that have historically suffered and survived oppression and discrimination). Social issues can include, but are not limited to, the following: poverty, juvenile delinquency, child abuse/neglect, domestic violence, substance abuse, mental and physical disabilities, homelessness, etc. Presentation should include a historical overview of the issue and demographics (e.g., what are the characteristics of the affected population?). Groups will analyze two paradigms that have been used to explain and/or intervene into this social issue. These paradigms can be traditional and/or alternative. Groups should discuss whether or not these paradigms are appropriate to address the needs of the affected population and what needs to be changed. Also, discussion should entail the consistency of each paradigm with social work values.

In addition, groups should examine changes in policy and service delivery that might bring about more humane treatment of the affected population. The discussion of change should include obstacles to change and possible strategies to address obstacles.

**The presentation should cover the following points:**

- What is the social issue?
- History of issue
- Demographics
- Paradigms used to address issues (Traditional and/or alternative)
- Analysis of paradigms
- Consistency with social work values
- What needs to change?
- Obstacles to change
- Strategies to address obstacles

Presentations will begin on October 14 and should be concluded prior to the Thanksgiving break. Presentation will be approximately 45 minutes, including time for feedback and discussion. The scheduling of presentations may have to be adjusted to accommodate guest lecturers and scheduled videos. There is no paper required with this presentation. However, groups must present a detailed, typed outline (3 to 4 pages) of their presentations. There should be a reference list with the outline, and references should be cited in APA format. The group outline is due the week before the presentation. At that time the names of group members and the group topic should be given to the instructor, and a sign-up sheet for presentation time will be distributed.

**VI. Bibliography, S511.**

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