SAN JOSE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
SCWK 131 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II
(Course Code: 24635; Section 02)
Spring 2013

Instructor: Francis Krebs
Office Location: Washington Square #217G
Telephone: (831)-594-9666
Email: francis.krebs@sjsu.edu
Office Hours: Wednesday 10:00 am - 3:00 pm and by appt.
Class Days/Time: Wednesday 3:00PM - 5:45PM
Classroom: MacQuarrie Hall 322
Recommended Prerequisites: SCWK 130

Faculty Web Page and MySJSU Messaging (Optional)
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Catalog Description
The theories for understanding the behavior of individuals, groups and organizations analyzed from a social work practice perspective. Socio-cultural influences on human behavior.

Course Description
This course examines in detail major social system influences on human development and behavior, culture, society, social class, community, organizations, small groups, and family. Careful consideration is given to the impact of gender, race, ethnicity and sexual orientation.

Learning Objectives
The following Competencies/Program Objectives (PO) are realized through this course:

PO 3. Apply critical thinking to inform and communicate professional judgments
PO 4. Engage diversity and difference in practice
PO 7. Apply knowledge of human behavior and the social environment
1. Understand theoretical foundations used in social work that examine the reciprocal relationships between human behavior and social environment. PO: 7 (b) (Theoretical framework)

2. Demonstrate knowledge of theories related to understanding biological, sociological, cultural, psychological, and spiritual development across life span. PO: 7 (a) (Theoretical framework)

3. Utilize conceptual frameworks that inform the process of assessment and intervention. Program Objectives: 7 (b) (Theoretical framework)

4. Explain and analyze the impact of major social systems (culture, society, social class, communities, organizations, small groups, and families) on human behavior and analyze the influence of social stratification, race, gender, sexual orientation, and ethnicity as it relates to human behavior. PO: 4 (a,c,d,e) (Diversity)

5. Identify the factors that contribute to prejudice, discrimination, and oppression and analyze the consequences of discrimination and oppression in the context of social work values and ethics. PO: 4 (a,c,d,e) (Diversity)

6. Apply critical thinking to major theories and concepts used for understanding human behavior in social work practice. PO: 3 (a) (Critical Thinking)

7. Demonstrate effective, professional oral and written communication skills in application of theory. PO: 3 (a,c) (Critical Thinking)

**Required Texts/Readings**

**Textbook**


2) Human Behavior and the Social Environment: Families and Groups. Thomson Custom Solutions ISBN: 0495206970. (This book, which contains several chapters from two different books, has been customized for this course and is only available at the Spartan Bookstore).

**Library Liaison**

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at [http://libguides.sjsu.edu/scwk](http://libguides.sjsu.edu/scwk). The Social Work Library Liaison is: Teresa Slobuski, Teresa.Slobuski@sjsu.edu or 408-808-2318.

**Classroom Protocol**
Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one's peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

**Assignments and Grading Policy**

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Course Student Learning Objective/Competency (SLO)</th>
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</thead>
<tbody>
<tr>
<td>Exam – I (take home)</td>
<td>25</td>
<td>SLO: 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Exam – II (in class)</td>
<td>25</td>
<td>SLO: 1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Exam – III (take home)</td>
<td>35</td>
<td>SLO: 1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15</td>
<td>SLO: 1, 2, 3, 4, 5, 6, 7</td>
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**Incomplete Grade Request & Late Submission of Assignments:**

Incomplete grades will only be given for cases of documented illness, or personal/family crisis. All assignments are expected to be turned in on time. Failure to do so for any reason (except documented and reasonable extenuating circumstances) will result in a lowered grade. You are expected to communicate by email and phone with the instructor if you have extenuating circumstances that require accommodation. Take home exams will be considered late after 12:00 p.m. the day they are due. Any assignment turned in at the office need to be date stamped by office staff. For in-class exams: *if an emergency arises, examinations may only be made up, by appointment, during the week of the scheduled examination.* Cheating on the exam will result in an F on the exam.

**APA Format and Writing Requirements:**

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional.* All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All
ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

**Grading**

The grading and evaluation distribution for the class is outlined below.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100%</td>
<td>A +</td>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>93-96%</td>
<td>A</td>
<td>70-72%</td>
<td>C -</td>
</tr>
<tr>
<td>90-92%</td>
<td>A -</td>
<td>67-69%</td>
<td>D +</td>
</tr>
<tr>
<td>87-89%</td>
<td>B +</td>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
<td>60-62%</td>
<td>D -</td>
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<tr>
<td>80-82%</td>
<td>B -</td>
<td>Below 60%</td>
<td>F</td>
</tr>
<tr>
<td>77-79%</td>
<td>C +</td>
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**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**University Resources**

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media
Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center (Optional)
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop–in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

SCWK 131, SPRING 2013. COURSE SCHEDULE
This schedule is subject to change with fair notice. I will announce any changes in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 23</td>
<td><strong>Overview Of The Course &amp; Theoretical, Conceptual &amp; Empirical Foundations</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Critical thinking: Evaluating theories, observation and research in the knowledge building process</td>
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<td></td>
<td></td>
<td>• Ecological Theory</td>
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<tr>
<td></td>
<td></td>
<td>• Overview of major social systems (culture, society, social class, communities, organizations, small groups, and families)</td>
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<tr>
<td></td>
<td></td>
<td>• Influence of social stratification, race, gender, sexual orientation, and ethnicity as it relates to human behavior</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 2    | Jan. 30 | **Families**  
- Systems Theory  
- Family life cycle  
- Developmental sequences  
- Eco-map/sociogram of families (Include culture, ethnicity, GLBT issues, gender in discussion of eco-map)  

**Readings:** Chapter 3, Goldenberg – Gender, culture, ethnicity factors in family functioning. *(From 2\textsuperscript{nd} Text – custom-ordered)*|
| 3    | Feb. 6 | **Families**  
- Family Dynamics – Structure and Communication  
- Stressful Life Events: Divorce & Death -- Impact on the family  

**Readings:** Chapters 9 & 10, Goldenberg – Structural Model; Strategic Model. *(From 2\textsuperscript{nd} Text – custom-ordered)*|
| 4    | Feb. 13 | **Families**  
- Strengthening Families: Risk & Protective Factors  
- Evidence-Based Strategies  
- Case Study  
- VIDEO: Families First  

| 5    | Feb. 20 | **Families**  
- Case Studies and Exam Review |
| 6    | Feb. 27 | **TAKE HOME EXAM ON FAMILIES DUE IN CLASS TODAY**  
**Group Dynamics**  
- Decision-making in groups  

**Readings:** TBA |
<table>
<thead>
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<th>Week</th>
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<tbody>
<tr>
<td>7</td>
<td>March 6</td>
<td><strong>Group Dynamics</strong>&lt;br&gt;• Types and functions of groups&lt;br&gt;• Group dynamics – Social Facilitation, Loafing, Polarization, Group Think&lt;br&gt;• Group Facilitation – Role of the Facilitator&lt;br&gt;&lt;br&gt;Readings: Forsyth, Chapters 4 &amp; 5. <em>(From 2nd Text – custom-ordered)</em>&lt;br&gt;Kirst-Ashman – Text, Chapters 10 &amp; 11</td>
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<tr>
<td>8</td>
<td>March 13</td>
<td><strong>Organizations</strong>&lt;br&gt;• Organizational Theories &amp; Perspectives&lt;br&gt;• Internal &amp; External Environments&lt;br&gt;• Traditional Organizations – Bureaucracies&lt;br&gt;• Competition vs. Collaboration&lt;br&gt;&lt;br&gt;Readings: Kirst-Ashman – Text, Chapters 5, 6, &amp; 7</td>
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<tr>
<td>9</td>
<td>March 20</td>
<td><strong>Group Dynamics</strong>&lt;br&gt;• Stages of group development&lt;br&gt;• Roles&lt;br&gt;• VIDEO: Twelve Angry Men&lt;br&gt;&lt;br&gt;Readings: Forsyth, Chapter 6. <em>(From 2nd Text – custom-ordered)</em></td>
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<td>March 27</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>10</td>
<td>April 3</td>
<td><strong>Organizations</strong>&lt;br&gt;• Understanding organizational structure and performance – Logic Models&lt;br&gt;• Empowerment in Organizations&lt;br&gt;&lt;br&gt;Readings: Kirst-Ashman – Text, Chapters 8 &amp; 9&lt;br&gt;Test Review</td>
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<td>11</td>
<td>April 10</td>
<td><strong>IN-CLASS EXAM</strong> – Groups &amp; Organizations</td>
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<td>12</td>
<td>April 17</td>
<td><strong>Communities</strong>&lt;br&gt;• Theories &amp; Perspectives on Community&lt;br&gt;&lt;br&gt;Readings: Kirst-Ashman – Text, Chapters 2 &amp; 3&lt;br&gt;Wellman, B. (2001). <em>Computer Networks as Social Networks</em>.</td>
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<tr>
<td>Week</td>
<td>Date</td>
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|      |         | *Science*, 293, 2031-2034. (Available on course web-page)  
| 13   | April 24| **Communities**  
- Neighborhood Development  
- VIDEO: Holding Ground |
|      |         | **Readings:** *Kirst-Ashman – Text, Chapters 4*
| 14   | May 1   | **Synthesis:** - Families, Groups, Organizations, and Communities  
- Exam Review & Summary of Course |
| 15   | May 8   | Course Evaluation.  
*TAKE HOME EXAM ON COMMUNITIES DUE IN CLASS TODAY* |