

**Fall 2006**

**Tue 8:00-11:00, Room 3001 SEB**

**Office hours by appointment**

*Subject:* HB – Human Behavior

*Prerequisites:* None

**Instructor: José A. Tapia**

**Phone: (734) 763-0071**

**E-mail: [jatapia@umich.edu](mailto:jatapia@umich.edu)**

*Credit hours:* 3

*Location:* Foundation HBSE  
Course

### **Description**

This course is designed to support the foundation practice method courses which are taken concurrently in the first semesters. The general focus of this course is to present the various processes, connections and consequences that institutional structures and arrangements have on the various communities and at-risk-populations that are served by the social work profession. Students will develop an understanding of key professional and theoretical foundations for practicing social work. This course will also introduce students to the curricular themes and the concepts of privilege, oppression, diversity, and social justice (PODS) that are infused in the advanced practice areas.

### **Content**

The course uses the central social work values of social justice, multiculturalism, and empowerment to generate a framework for the critical examination of theoretical perspectives of organizational, community, and societal structures and processes. The key theoretical foundations that will be discussed include social ecology, structural theory, risk/resiliency perspective, theories of poverty, social change and social justice, theories of political economy, and organizational theory. In examining these theoretical foundations, students will explore the intersectionality of race, gender, sex, sexual orientation, age, class, color, culture, ability, ethnicity, marital status, national origin, and religion, and how this intersectionality plays out in discrimination, oppression, and privilege.

### **Objectives**

Upon completion of the course, students will be able to:

- 1) Identify, describe, and critique selected theoretical perspectives on organizational, community, and societal structures and processes.
- 2) Describe and analyze (a) The impact that organizational structures and processes have on practice settings; (b) how community and societal structures and processes impact the client groups served by social agencies.
- 3) Describe how privilege, oppression, diversity, and social justice (PODS) are manifested in the structures and processes of society, communities, and complex organizations.
- 4) Analyze how the intersections of race, ethnicity, class, gender, sexual orientation impact their own life experiences, their relationships with colleagues and supervisors, and their relationships with agency clientele and community groups.
- 5) Identify major processes and contemporary manifestations of oppression, discrimination, prejudice, power and privilege as they impact on populations-at-risk and vulnerable and oppressed groups by:

- a) describing barriers to organizational and community competence;
  - b) identifying sources of intragroup and intergroup conflict stemming from cultural group membership;
  - c) identifying the role of risk and protective social factors in relation to social problems and social/economic justice.
- 6) Apply professional values and ethics by:
- a) distinguishing differences among culturally sensitive, culturally competent, multicultural, and ethno-conscious frameworks in social work;
  - b) critically evaluating organizations, community, and societal structures and processes that seek to promote social and economic justice.

### **Relationship of the course to four curricular themes**

*Multiculturalism and Diversity* will be addressed through presentation of theory and research about oppressed and at-risk populations, and the impact that community, organizational and societal functioning has on the well-being of these groups.

*Social Justice and Social Change* will be covered in the empirical and theoretical literature that document socially just organizational, community, and societal structures and processes. Social change theories and strategies will be presented that demonstrate how we move toward a more socially just society.

*Promotion, Prevention, Treatment, and Rehabilitation* will be addressed through discussion of programs and systemic interventions to prevent stress and oppression of individuals, families, and groups and enhance their quality of life and well-being. The role of risk, resiliency, and preventive social factors will be discussed in relations to social problems.

*Behavioral and Social Sciences Research* will be reflected in the organizational, community, and societal theories that are presented in order to analyze the impact that the social environment has on individuals, families and groups.

### **Relationship of the course to social work ethics and values**

This course will address ethical and value issues related to working with organizations, communities, and societal structures and processes. The NASW Code of Ethics will be used to inform practice in this area. Examples of ethical and value related issues will include: the social worker's responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, issues related to organizations will be covered, such as preventing discrimination in the work place, improving agency policies and procedures, and increasing the effectiveness and efficiency of organizations.

### **Class organization and other matters**

The format is lecture, with questions and discussion, as well as organized class discussions. Classroom activities may also include simulations, videos/films, group projects, guest lectures, student presentations, case analyses, etc. Reading is very important in this class, but my intention is to make the class participatory, fun, and engaging, as well as a space for critical learning. Please contact me if you feel a participatory learning environment is missing. Students must check their email accounts for class-related messages (these will always include "SW502" in the subject line) at least once every other day.

## Requirements and grading

Students are expected to attend all classes. Excessive absences can be a cause for a failing grade. Roll will be taken during the first part of the class until the instructor learns the names of the students.

The overall grade for the course will be based on completion of two take-home assignments (10% and 50%), class participation (10%), and a final in-class exam (30%). Following standard school policies, an "A" grade will be given for exceptional individual performance and mastery of the material. A "B" grade will be given to students who demonstrate mastery of the material. A "C" grade is given when mastery of the material is minimal.

All written submissions should be typed in Times New Roman or Courier New sized 11 points or larger, double-spaced. Unless otherwise specified, papers must follow an established academic convention (e.g., Harvard, Vancouver, APA) for organization, pagination, table and figure presentation, and bibliographic references. Late assignments will be accepted with a heavy penalty.

Class participation refers to raising and answering questions and contributing to discussion with information, opinions, and comments from the readings. Since the content of this course is often controversial, students are encouraged to express their opinions, though in a respectful manner. The assessment of assignments will be based on the usual criteria, including conformity with the requirements of the assignment; definition and maintenance of a well-defined focus; systematic and logical presentation of arguments; appropriate use of evidence; development of relevant and interesting insights; familiarity with, and appropriate use of, relevant literature; and clarity of presentation. Correct grammar and spelling are assumed in graduate student papers and up to 10% of the credit for a written assignment can be lost if there are major problems in these areas.

## Readings

It is expected that during the course the student will read in its entirety each reading stated as *required*. Required reading includes the following two books: Mullaly's *Structural social work* (Toronto, Oxford University Press, 1997, 210 pages), and Johnson's *Privilege, power and difference* (Boston, McGraw Hill, 2006, 180 pages). Both have been ordered at the Shaman Drum Bookshop (311-315 S. State Street, phones 734- 662-7407 and 800-490-7023), where the course pack can be also purchased. The textbooks are also on reserve in the library. It is recommended that the first six chapters of Mullaly's *Structural social work* and the first three chapters of Johnson's *Privilege, power and difference* be read during the first five weeks of the course. Then it is advisable to finish Johnson before finishing Mullaly.

Other readings from books and journals will be required or suggested (see the class schedule), and those required will be made available in class or in the C-Tools website (<https://ctools.umich.edu/portal>). The required readings are *the minimum* that students must read during the course. The bibliography at the end of this syllabus includes a number of books and papers, most of them available at the University libraries, that can be useful for general or particular purposes—for instance, for preparing a presentation on a particular issue. Macarov's *What the market does to people—Privatization, globalization, and poverty* (Atlanta, Clarity Press, 2003) and Gladwell's *The tipping point—How little things can make a big difference* (Boston, Little Brown, 2002) are two books that may be good readings for this class, so it is advisable that you take a look at them and read some parts or all of them if you find them interesting. Payne's *Modern social work theory* (3rd ed., Chicago, Lyceum, 2005) may also be useful. Additional material pertaining to various themes and topics may be distributed or assigned from time to time by the instructor. For discussion in class, brief readings of no more than a few pages may be assigned on short notice. Since one of the major goals of this class is to introduce new concepts that are used in social work, students are strongly encouraged to use dictionaries. Different definitions can shed light on differences in approach or attributed meaning. I especially recommend *The concise Oxford dictionary of sociology* by Gordon Marshall (New York, Oxford

University Press, 1994) and *The Blackwell dictionary of sociology* by A. J. Johnson (Oxford, Blackwell, 1995).

### Assignments

A paper is due at the fourth class session (Sept. 26<sup>th</sup>). This is a short paper (10% of your total grade) which will help you know how I grade, and it will help me know you. In the first part of this paper—say, two pages—tell me about yourself, your background, and your reasons for wanting to be a social worker. Then, in say, another two or three pages, tell me about the readings you have done up to that time (I expect that you will have read at least some papers and several chapters of Mullaly's and Johnson's books. What surprised you or struck you the most about the readings or the classes? What I am trying to ascertain in this paper is your ability to explain your ideas or explain or react to ideas of others.

The second take-home assignment will be due around the fall break (the concrete date will be decided in class) and will involve questions related to the readings and class discussions. Particular details on extension, dates, etc., will be posted in C-Tools and announced in class. The final in-class exam will include several questions from a list previously distributed.



### Office hours

By appointment, usually at my office at the Institute of Labor & Industrial Relations, Victor Vaughan Building, 1111 East Catherine Street, #308 (located about a 10- to 15-minute walk from the SSWB; see map). To set up an appointment, please email me or call 763-0071.

### Other matters

To avoid disruption, *cell phones and pagers are not permitted in class.*

Students registered for this class will have access to a C-Tools web site for the class. Background materials, the class schedule, and other materials will be provided on the class web site.

### Weekly class schedule

This schedule is subject to change. Titles in the class schedule refer to required (req.) or suggested (sug.) readings available in the C-Tools website (web) or in the course pack (pack).

<u>WEEK 1</u> — Sept. 5	General introduction
<u>WEEK 2</u> — Sept. 12	What are theories and paradigms? Why do we need to know them? Req.: Myers [10 pages, web], Definition of social work Req.: Appendix 1 in IFSW's "Globalization and the Environment" [2 pages, web].
<u>WEEK 3</u> — Sept. 19	Guest lecture by Andrew Grogan-Kaylor. Can one thing cause another? Connections between social phenomena.
<u>WEEK 4</u> — Sept. 26	Social problems, social services and social work. What is the welfare state? Sug.: Weber, Ch. 1 [13 pages, pack]. <i>First assignment is due in class.</i>
<u>WEEK 5</u> — Oct. 3	Theories of society (I). Req.: Kristol [4 pages, web]. Req.: Murray [5 pages, web].

<u>WEEK 6</u> — Oct. 10	Theories of society (II). Req.: Friedman [4 pages, web] Req.: Marmot [2 pages, web]. Req.: Einstein [5 pages, web].
----- Fall break -----	
<u>WEEK 7</u> — Oct. 24	Globalization. Sug.: IFSW Globalization [16 pages, web].
<u>WEEK 8</u> — Oct. 31	Moral values, ethical ideas, social justice and structural social work. Req.: Reisch - Social justice [12 pages, web]. Req.: IFSW Ethics [9 pages, web]. Sug.: Dodenhoff [20 pages, web].
<u>WEEK 9</u> — Nov. 7	Communities: Theoretical perspectives. Req.: Hinojosa [10 pages, web]. Sug.: Bobo & Smith [30 pages, pack].
<u>WEEK 10</u> — Nov. 14	Resilience, power, and empowerment in communities and neighborhoods. Req.: Piven [15 pages, web]. Sug.: Tucker [11 pages, web].
<u>WEEK 11</u> — Nov. 21	Issues in social service organizations. Req.: Reisch - Interorganizational relations [10 pages, web] Sug.: Allen [23 pages, web]. Sug.: Meyer [24 pages, web]. Sug.: Bolman & Deal [20 pages, course pack] Sug.: Reitan [20 pages, web].
<u>WEEK 12</u> — Nov. 28	Groups and the macro social environment. Req.: Weber, Ch. 2 [26 pages, pack]. Req.: Barley [2 pages, pack].
<u>WEEK 13</u> — Dec. 5	Discrimination against specific groups. Intersectionality. Req.: Swigonski [11 pages, web].
<u>WEEK 14</u> — Dec. 12	Social change.
<u>WEEK 15</u> — Dec. 19	Final exam.

### **Bibliography**

- Chaskins R. 1997. Implementing comprehensive community development: Possibilities and limitations *Social Work*, 42, 5, 435-444
- Chaskins R. 1997. Perspectives on Neighborhood and Communities: A Review of the literature. *Social Service Review*, 71, 4, 521-547
- Chavis D. 2001. The paradoxes and promise of community coalitions. *American Journal of Community Psychology*, 29 (2), 309-320.
- Chow J. 1999. Multiservice centers in Chinese American immigrant communities: Practice principles and challenges *Social Work*, 44, 1, 70-81
- Cookes A. 1999. Oppression and the workplace: A framework for understanding *Diversity Factor*, 8(1), 6-11.
- Danziger et al. 1994. *Confronting Poverty: Prescriptions for Change*. NY: Harvard U. Press.
- Deacon A. 2002. *Perspectives on welfare—Ideas, ideologies and policy debates*. Buckingham: Open University Press.
- Dean H. 1995. *Welfare, Law and Citizenship*. London: Harvester Wheatsheaf.
- Demko CJ, Jackson MC. 1995. *Populations at Risk in American: Vulnerable Groups at the End of the Twentieth Century*. Boulder, CO: Westview Press.
- Dodenhoff D. 1998. Is Welfare Really About Social Control? *Social Service Review*, 72, 3, 310-336
- Eamon M. 2001. The Effects of Poverty on Children's Socioemotional Development: An Ecological Systems Analysis *Social Work*, 46, 3, 256-266
- Eamon, M. (2001) The effects of poverty on children's socio-emotional development: An ecological systems analysis. *Social Work*, 46 (3), 256-266.
- Ehrenreich B. 2001. *Nickel and dimed: On not getting by in America*, New York, Metropolitan Books, Henry Holt.
- Ehrenreich B. 2004. The Faith Factor. *The Nation*, November 29.

- Faver C A. 1994 Feminist ideology and strategies for social change: An analysis of social movements. *The Journal of Applied Social Sciences*, 18(1).
- Frczinski E. 1994. Family and Medical Leave, Contingent employment, and flexibility: A feminist critique of the U.S. approach to work and family policy. *Journal of Applied Social Sciences*, 18(1).
- Gans HJ. 1995. *The war against the poor: The underclass and the antipoverty policy*. NY: Basic Books.
- Gilbert D. 1993. Not in my backyard. *Social Work Society*. 31(6). Special Issue: Jews, Blacks, and Others.
- Gilbert N. 1995. *Welfare Justice*. New Haven: Yale.
- Gutierrez L, Glen Maye L, DeLois K. 1995. The organizational context of empowerment practice: Implications for social work administration. *Social Work*, 40(2).
- Hao L., Johnson R. 2000. Economic, cultural, and social origins of emotional well-being: Comparisons of immigrants and natives at midlife. *Research on Aging*, 22(6), 599-62
- Harp R. 1994 *Who is this we?* Absence of community (pp.45-55). Montréal : Black Rose Books
- Hasenfeld Y. 1992. ed. *Human services as complex organizations*. Newbury Park, CA: Sage.
- Hasenfeld Y. ed.. 1992. *Human Service as Complex Organizations*. Newberry Park, CA: Sage.
- Koyama E, Weasel L. 2002. From social construction to social justice—Transforming how we teach about intersexuality. *Women's Studies Quarterly*. 30(3/4):169-178.
- Kramer R M. 1994. Voluntary agencies and the contract culture: "Dream or nightmare?" *Social Service Review*, 63, 33-60.
- Lambert S. 1993. Workplace policies as social policy. *Social Service Review*, 67(2).
- McAdam D, McCarthy JD, Zald M, eds. 1996. *Comparative perspectives on social movements: Political opportunities, mobilizing structures, and cultural framings*. New York: Cambridge University Press.
- McCarthy M, ed. 1989. *The new politics of welfare*. London: Macmillan.
- McNaught B. 1993. *Gay issues in the workplace*. New York: St. Martin's Press.
- Miller DB, Macintosh H. 1999. Promoting resilience in urban African American adolescents: Racial socialization and identity as protective factors *Social Work Research*, 23(3), 159-169
- Navarro V. 2000. The political economy of the welfare state in developed capitalist countries. In: Navarro V, ed. *The political economy of social inequalities—Consequences for health and quality of life*. Amitville, NY: Baywood, pp. 121-171
- Nelson G et. al. 2001 Building value-based partnerships: Toward solidarity with oppressed groups *American Journal of Community Psychology*, 29(5), 649-677
- Parenti M. 1996. *Dirty truths: Reflections on politics, media, ideology, conspiracy, ethnic life and class power* San Francisco: City Lights Books
- Parry J. ed. 1994. *Mental Disabilities and the Americans with Disabilities Act: A practitioner's guide to employment, insurance, treatment, public access, and housing*. Washington: American Bar Association.
- Polack R. 2004. Social Justice and the Global Economy: New Challenges for Social Work in the 21st Century *Social Work*, 49, 2, 281-290.
- Polakow V. ed.. 2000. *The Public Assault on America's Children: Poverty, Violence and Juvenile Injustice*. New York, NY: Teachers College Press.
- Queralt M. 1996. *The Social Environment and Human Behavior: A Diversity Perspective*. Boston: Allyn and Bacon.
- Reamer FG. ed.. 1994. *The Foundations of Social Work Knowledge*. New York: Columbia University Press.
- Reisch M, Gambrill E, eds. 1997. *Social work in the 21st century* Thousand Oaks, CA: Pine Forge Press,
- Reitan T. 1998. Theories of Inter-organizational Relations in the Human Services. *Social Service Review*, 72(3), 285-309.
- Salamon LM 1983. The Marketization of Welfare: Changing nonprofit and for-profit roles in the American welfare state. *Social Service Review*, 67.
- Saltman J. 1991. Maintaining racially diverse neighborhoods. *Urban Affairs Quarterly*, 26(3).
- Schrivier JM. 1995. *Human behavior and the social environment*. Boston: Allyn and Bacon.
- Shaikh A. 2003. Who Pays for the "Welfare" in the Welfare State? A Multicountry Study. *Social Research* 70(2):531-550.
- Stewart AJ, McDermott C. 2004. Gender in psychology. *Annual Review of Psychology* 55:519-44.
- Strange S. 1998. *Ma money—When markets outgrow governments*. Ann Arbor, The University of Michigan Press.
- Tapia Granados JA. 2003. Economics, demography, and epidemiology: an interdisciplinary glossary. *Journal of Epidemiology & Community Health* 57:929-935.
- Titmuss RM, Oakley A, Ashton J. 1997. *The Gift Relationship: From Human Blood to Social Policy*. Original ed., with new chapters, edited by Ann Oakley and John Ashton. New York: New Press.
- Tomlinson J. 1990. *Hayek and the market*. London: Pluto.
- Wakefield JC 1996. Does social work need the eco-systems perspective? *Social Service Research*, 70.
- Walker S. et al. 1996. *The color of justice: Race, Ethnicity, and Crime in America*. Belmont, CA: Wadsworth.
- Wasserman S., Galaskiewicz J. 1994, eds. *Advances in social network analysis: Research in the social and behavioral sciences*. Thousand Oaks, CA: Sage.
- Young-Bruehl E. 1996. *The Anatomy of Prejudices*. Cambridge: Harvard University Press.