

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
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 SCNS SUBMITTAL _____
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 CATALOG _____

DEPARTMENT: SOCIAL WORK	COLLEGE: COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: SOW 6105	CURRENT COURSE TITLE: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
<p>CHANGE TITLE TO:</p> <p>CHANGE PREFIX FROM: TO:</p> <p>CHANGE COURSE NO. FROM: TO:</p> <p>CHANGE CREDITS ² FROM: TO:</p> <p>CHANGE GRADING FROM: TO:</p> <p>CHANGE DESCRIPTION TO:</p> <p><small>STUDENTS APPLY SOCIAL THEORIES, INCLUDING SYSTEMS, SOCIAL EXCHANGE, CONFLICT, AND SOCIAL CONSTRUCTIONISM, TO HISTORICAL AND CURRENT SOCIAL PROBLEMS. THEY ANALYZE HOW MACRO FORCES SHAPE HUMAN BEHAVIOR AS WELL AS HOW HUMAN BEHAVIOR IMPACTS SOCIAL SYSTEMS. EMPHASIS IS GIVEN TO THE ISSUES OF SOCIAL AND ECONOMIC JUSTICE.</small></p>	<p>CHANGE PREREQUISITES/MINIMUM GRADES TO*:</p> <p>CHANGE COREQUISITES TO*:</p> <p>CHANGE REGISTRATION CONTROLS TO:</p> <p><i>*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.</i></p>
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³
N/A	N/A

Faculty contact, email and complete phone number:
 Elwood Hamlin, ehamlin@fau.edu 561-297-2864

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Graduate College Dean: _____</p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
SOW 6105-001, CRN 25286
Human Behavior and the Social Environment 1
Three Credit Hours

Semester: Spring 2013	This is a distance learning course.
Instructor: A.C. Frizzell	Office Hours: See Office Hours section.
Phone: 561-297-3234	Office Location: SO 303
Email: frizzell@fau.edu	Web: www.fau.edu/ssw
Blackboard: http://blackboard.fau.edu	

Course Description:

This course focuses on macro level theories of human behavior, including systems, social exchange, conflict, and social constructionist theories. Under the umbrella of the generalist practice perspective, students apply social theories to historical and current social problems and analyze how macro forces shape and influence human behavior as well as how individual behavior impacts larger systems. Particular emphasis is paid to the themes of social and economic justice and diversity within the multicultural context. This course serves as a foundation for generalist professional practice and preparation for advanced casework in specialized areas.

Relevance to Educational Program:

This course is part of the HBSE sequence. It is related to the policy, practice, research, and field courses. It provides the theoretical concepts required for the understanding and assessment of social institutions, social structure, organizations, and communities. This course provides a theoretical overview of the macro context in which generalist social work practice occurs.

Competencies and Educational Objectives

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 10 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

1. Identify as a professional social worker and conduct oneself accordingly.

- Demonstrate professional demeanor in communication (PB 1d).

2. Apply social work ethical principles to guide professional practice.

- Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2a).
- Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles (with particular emphasis on social and economic justice) (PB 2b).
- Tolerate ambiguity in resolving ethical conflicts related to social institutions (PB 2c).

3. Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom (PB 3a).
- Critically analyze models of assessment and prevention in the context of social institutions and well being (PB 3b).
- Demonstrate effective written communication in working with colleagues (PB 3c).

4. Engage diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).

5. Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression (PB 5a).
- Advocate for human rights and social and economic justice (PB 5b).

- Engage in practices that advance social and economic justice (PB 5c).
- 7. Apply knowledge of human behavior and the social environment.**
- Utilize conceptual frameworks to guide the processes of assessment and evaluation of human behavior and the social environment (PB 7a).
 - Critique and apply knowledge to understand person and environment (PB 7b).
- 9. Respond to contexts that shape practice.**
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services, including issues related to poverty, health, education, and criminal justice disparities (PB 9a).
- 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
- Assessment: Collect, organize, and interpret client data on a macro level (e.g., populations at risk) (PB 10d).

Teaching Methodologies:

Teaching methods include an online forum, quizzes, readings, videos, a formal writing assignment, and a comprehensive exam. This course is fully online. If you experience problems logging onto MyFAU or Blackboard, contact the helpdesk at 561.297.3999.

Office Hours:

This is a distance learning course. I will dedicate two hours a day between 8 a.m. and 6 p.m., Monday through Friday, except holidays, to electronic office hours to communicate with students. The hours will vary to accommodate instructor and student schedules. I will respond to emails within 24 hours Monday through Friday, except holidays. I will schedule Blackboard chat sessions or telephone appointments to address issues which cannot be adequately addressed by email.

Course Assignments and Grading:

Assignments must be turned in by the end of the day on the dates indicated in the course outline. Written assignments must be prepared and submitted as Word documents. The quality of writing will have an impact on the grade. See <http://www.library.fau.edu/npb/respaper.htm> for writing and research tips.

Grading Summary:

<u>Assignments</u>	<u>Points</u>
Chapter Quizzes (5 @ 5 points each)	25
Participation	10
Paper	40
Final Examination	<u>25</u>
Total	100

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

Quizzes:

There are five quizzes (one for each of the required chapters in *Human Behavior and the Larger Social Environment*), consisting of multiple choice questions. The quizzes will be posted on Blackboard. Students may not discuss the quizzes with one another or get assistance from anyone. The FAU honor code will apply. Students may use their own notes and the text during the exam. Students may take the quizzes any time prior to and including the dates posted in the course outline. Students may take each of the quizzes two times. If a student takes a quiz two times, the grade for the second quiz will count regardless of which grade is higher. [PBs 3a, 3b, 4a, 4c, 5a, 9a, 10d]

Paper:

Students will write a book review on *The Price of Civilization* by Jeffrey Sachs. There are specific content and format requirements. Students will apply designated criteria for persuasiveness to determine the effectiveness of the author. They must incorporate relevant content from the text. APA format and writing standards are required. Detailed instructions for the paper, including criteria for grading, will be posted on Blackboard. The paper must be submitted through SafeAssign on Blackboard.

[PBs 1d, 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4c, 5a, 5b, 5c, 7a, 7b, 9a, 10d]

Final Exam:

There will be a comprehensive final exam, consisting of essay questions, on the text, *The Price of Civilization*, the required videos listed in the course outline, and the required web assignments (see participation section). The exam will be posted on Blackboard. Students may not discuss the exam with one another or get assistance from anyone. The FAU honor code will apply. Students may use books and their own notes during the exam.

[2b, 2c, 3a, 3b, 4a, 4c, 5a, 7a, 7b, 9a, 10d]

Participation:

Participation will occur on the class forum and by email. The forum will be located in the discussion section of Blackboard. I will post entries on the forum throughout the semester. I will also post required videos, blog posts, and online articles from the web sites of selected professors, economists, journalists, and politicians on the forum. Students must check the forum at least once a week. Students may subscribe to the forum to receive email notification of new entries. Students may make comments or ask questions on the forum or by email. Students must demonstrate professionalism (e.g., be respectful and recognize and manage personal values in a way that allows professional values to guide practice) in all communication with the instructor and other students. See Professional Expectations below.

[1d, 2a, 3c]

Professional Expectations of Student Behavior:

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the *NASW Code of Ethics*. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

- 1. Accountability:** Attend class, arrive on time, and return from break in a timely manner.
 - *Participate in group activities and assignments at a comparable level to peers.*
 - *Complete work in a timely fashion and according to directions provided.*
 - *Come to class prepared, with readings and other homework completed.*

2. Respect: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

- *Listen while others are speaking.*
- *Give feedback to peers in a constructive manner.*
- *Approach conflict with peers or instructors in a cooperative manner.*
- *Use positive and nonjudgmental language.*

3. Confidentiality: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

- *Maintain any information shared in class, dyads or smaller groups within that unit.*
- *Use judgment in self-disclosing information of a very personal nature in the classroom. Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.*
- *Never use names of clients or disclose other identifying information in the classroom.*

4. Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

- *Come to class with books, handouts, syllabus, and pens.*
- *Seek out appropriate support when having difficulties to ensure success in completing course requirements.*
- *Take responsibility for the quality of completed tests and assignment.*
- *Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

5. Integrity: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

- *Academic: Commit yourself to learning the rules of citing other's work properly.*
- *Do your own work and take credit only for your own work.*
- *Acknowledge areas where improvement is needed.*
- *Accept and benefit from constructive feedback.*
- *Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor,*

which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. Diversity: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

- *Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*
- *Exhibit a willingness to serve diverse groups of persons.*
- *Demonstrate an understanding of how values and culture interact.*

7. Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

- *Demonstrate assertive communication with peers and instructors.*
- *Practice positive, constructive, respectful and professional communications skills with peers and instructor (body language, empathy, listening).*

8. Social Justice: Strive to deepen your commitment to social justice for all populations at risk.

- *Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*
- *Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.

4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the <http://www.fau.edu/registrar/universitycatalog/welcome.php>
This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Policy on Use of Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording of instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This does not apply to students receiving services from the Office with Student Disabilities. When the instructor's consent is given, the materials are for personal use only and are not for distribution or sale in any fashion.

Required Readings:

The required books for this course are:

Johnson, M. & Rhodes, R. (2010). *Human Behavior and the Larger Social Environment*. (2nd ed.). Boston, MA: Allyn & Bacon Publishing.

Sachs, J. (2011). *The Price of Civilization*. New York, NY: Random House.

Students are also required to read the class forum and blog posts and online articles on the web sites of selected professors, economists, journalists, and politicians posted on the forum.

Course Outline and Assignments:

Date	Assignments Due	Required Readings
1/13		All course documents on Blackboard except the quizzes
1/20	Chapter 1 Quiz	Ch. 1: Perspectives and Theories
1/27	Chapter 2 Quiz	Chapter 2: The Political Economy Web assignments
2/3	Chapter 3 Quiz	Chapter 3: Government-Related Social Institutions Web assignments
2/10	Chapter 4 Quiz	Chapter 4: Non-Government-Related Social Institutions Web assignments
2/17	Chapter 5 Quiz	Chapter 5: Social Stratification Web assignments
2/24		<i>The Price of Civilization</i> , Part I Ch. 1: Diagnosing the Economic Crisis Ch. 2: Prosperity Lost Ch. 3: The Free-Market Fallacy Ch. 4: Washington's Retreat Web assignments
3/3		<i>The Price of Civilization</i> Ch. 5: The Divided Nation Ch. 6: The New Globalization Ch. 7: The Rigged Game Ch. 8: The Distracted Society Web assignments
3/10	Spring Break	
3/17		<i>The Price of Civilization</i> , Part II Ch. 9: The Mindful Society Ch. 10: Prosperity Regained Ch. 11: Paying for Civilization Web assignments
3/24		<i>The Price of Civilization</i> Ch. 12: 7 Habits of Effective Govt. Ch. 13: The Millennial Renewal Web assignments
3/31	Paper Due	<i>The Price of Civilization</i> Web assignments
4/7		Video 1: "Inside the Meltdown" Web assignments
4/14		Video 2: "Ten Trillion and Counting" Web assignments
4/21		Video 3: "Fixing the Future" Web assignments
4/28	Final Exam Due	

In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

Bibliography:

Barber, B. (1996). *Jihad vs McWorld*. New York, NY: Ballantine Books.

Berger, P. & Luckman, T. (1996). *The social construction of reality*.

Garden City, NY: Doubleday and Company.

Collins, R. (1988). *Theoretical sociology*. New York, NY: HBJ Publishers.

De Beauvoir, S. (1989). *The second sex*. New York, NY: Vintage Books.

Durkheim, E. (1915). *The elementary forms of religious life*. New York, NY:

The Free Press.

Friedan, B. (1963). *The feminine mystique*. New York, NY: Dell Publishing.

Mills, C. R. (1956). *The power elite*. New York, NY: Oxford University

Press.

Rousseau, J. J. (1954). *The social contract*. Chicago, IL: The Henry

Regnery Company.

Turner, J.H. (1974). *The structure of sociological theory*. Homewood, IL.

The Dorsey Press.

Ward, G. (2003). *Postmodernism*. Chicago, IL: McGraw Hill Books.

SAFEWALK - Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD 1 (954-236-1222), or Jupiter - SR 117 (561-799-8585) and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and <http://www.fau.edu/ssw/>.