

**SOC/SW 377**  
**Human Behavior and the Social Environment II:**  
**Dimensions of the Environment**

Spring 2023

Mondays, 3pm – 5:50pm

Point to Point

UWSP – Stevens Point Campus: Chem Bio Building (CBB) 269

UWSP – Wausau Campus: Wausau Campus - Room 218

Instructor: Margaret Kubek (she, her), MSW, MS

Office Location: Sciences Building, B341

Student Time: Monday before class; Thursday 12:30 to 2:30 or by appointment

Email: [mkubek@uwsp.edu](mailto:mkubek@uwsp.edu)



**Course Description**

This course provides a framework for investigating knowledge of human behavior and the environment with a focus on macro-level factors; these factors include the physical environment, culture, social structures and movements, groups, organizations, and the community. Students will learn how to integrate multidisciplinary theoretical frameworks to examine the interplay between human behavior and environmental factors. Students apply knowledge of the multidimensional person-in-environment framework for social work engagement, assessment, intervention, and evaluation at the macro level.

**Course Materials**

The following text is required for this class:

Vaughn, M.G., DeLisi, M., and Matto, H.C. (2014) Human behavior: A cell to society approach. Wiley: Hoboken, NJ.

Link to the library's ebook:

<https://ebookcentral.proquest.com/lib/uwsp/detail.action?docID=7103633>

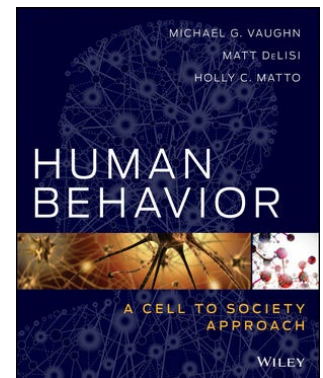
You may need to sign into your library account to access this text.

Additional readings and multi-media are posted to Canvas.

**Course Objectives**

Students who successfully complete this course will be able to:

1. Analyze environmental factors which affect human behavior including the physical environment, culture, social structures and movements, groups, organizations, and the community.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically evaluate the distribution of power and privilege in society.
3. Demonstrate skill in carrying out the phases of generalist social work practice including engagement, assessment, and intervention at the macro level.
4. Examine social movements as a tool to advance and advocate for social, economic, and environmental justice.
5. Understand processes to advocate for human rights at the group, organizational, and community system levels.
6. Engage in community analysis using frameworks and perspectives from the social sciences.



## **Council on Social Work Education Core Competencies**

The Council on Social Work Education (CSWE) identifies core competencies that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course is designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work program.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## **Course Requirements**

- |                                     |            |
|-------------------------------------|------------|
| 1. Participation                    | 80 points  |
| 2. HBSE Journal                     | 120 points |
| 3. Social Movement Project          | 100 points |
| a. Worksheets (60)                  |            |
| b. Small group discussion (40)      |            |
| 4. Community Analysis Group Project | 150 points |
| a. Participant observation (50)     |            |
| b. Participation in project (50)    |            |
| c. Group presentation (50)          |            |

**450 POINTS**

<b>Grading Scale</b>		<b>Percent</b>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

## **Course Format**

The course format will include small and large group discussion, lecture, multi-media, and activities. For the asynchronous portion of the course (50%), you will conduct research for your group's community analysis, and follow a social movement in the news and on social media platforms.

## **Structure of this Class**

3:00-3:30pm	Discuss assigned chapter(s) in small groups
3:35-4:30pm	Lecture and discussion
	BREAK
4:40-5:35pm	Small workgroups: Community Analysis
5:35-5:50pm	Student time (Office hours)

## **Your Responsibilities Outside of Class (Asynchronous Portion of Class)**

**Social Movement Project:** You will follow a social movement in the news and on social media platforms. I will provide a worksheet that will guide this asynchronous work each week.

**Community Analysis Group Project:** Most of the small group project will occur during class time. However, there is some work you will be expected to complete as part of the asynchronous portion of class –

- Read a few brief articles that will guide your work
- Conduct preliminary research to bring to class

## PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

### Attendance & Participation Expectations

- ◆ You are expected to **attend class** and **read all assigned readings prior to class**. Attendance is taken at the beginning of class. If you are unable to attend class, please make every effort to alert me to your absence **PRIOR** to class.
- ◆ Our classes will be highly interactive. I will lecture for 30-45 minutes throughout the class, but it will be predominantly discussion based. This will be a place for us to examine the social context at the macro level, human behavior, and community engagement and assessment.
- ◆ Different students have different learning styles; as such, I take an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is more than asking a question or making a comment in the large group discussion. Participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

### Workload Expectation

This class is 50% in person and 50% asynchronous; as such, you will spend time outside of the classroom connecting course content to your own lived experience, researching a social movement, and preparing for your small group project.

**IN PERSON LEARNING:** This will occur every Monday; come to class prepared and ready to discuss the assigned readings and conduct your community analysis in small groups.

**ASYNCHRONOUS LEARNING & ASSIGNMENTS:** This will occur throughout the week via these activities:

- ✓ For 6 weeks of this 8-week course, you will follow a social movement on a social media platform and in the news.
- ✓ You will do some research and reading for the community analysis project outside of class.

### Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate an alternate due date which typically falls within a two-week timeframe from the original due date. You must do this **BEFORE THE DUE DATE** unless there is an emergency. Requesting an extension does not automatically mean that you will receive one.

*With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!*

### Plagiarism

It is a requirement that all work not original will be properly referenced. Students **MUST CITE ANY AND ALL** work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism.

## **Professional Communication**

Please use professional writing skills when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Students who send emails that are received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day; **if you do not receive a response from me after 48 hours, please resend the email.** Please keep in mind that I rarely check emails after 4:30 PM on weekdays or over the weekend.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider asking it during class so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

## **What is Student Time?**

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My office hours for this semester are Mondays, 2:00-3:00pm and Thursdays, 12:30-2:30pm, but I can meet at other times as well.

## **Civility and Respect for Diversity**

To have meaningful, rich, and substantive dialogue in our small and large group discussions, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective discussions often involve some risk taking. I strive to make the classroom a safe place to practice this kind of risk taking; you are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ethical behavior is expected to be displayed during class and in the completion of assignments. Social workers and human service professionals work with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

## **Confidentiality**

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom. Maintaining confidentiality is of utmost importance in the social work profession.

## **UNIVERSITY POLICIES AND PROCEDURES**



### **First Nation Land Acknowledgement**

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



*I encourage you to explore this topic more deeply to examine your biases and knowledge of the Native American community.*

## **University Supports**

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

## **Rights and Responsibilities**

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

## **Severe Weather**

In the case of inclement weather, please check your email to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete a short alternate assignment to earn attendance points. Please view UWSP's information about severe weather here:

<https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

## **Policy Related to Sexual Violence on the UWSP Campus**

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

<https://www.uwsp.edu/titleix/Pages/default.aspx>

## **Support for Students Requiring ADA Accommodations**

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). More information about disability services is available at this website:

<http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

## **Academic Integrity**

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism.

## **Intellectual Property Policy**

Lecture materials and recordings for UWSP classes are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright

infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

**READING, ASSIGNMENTS, AND CLASS TOPICS**

Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible. **Note: the textbook readings are NOT in order.**

**READING TIPS**

To help you prepare for each class meeting, it is useful to consider each of these questions as you complete assigned readings:

- What are the central points of the reading? What is your assessment of these in terms of macro practice and environmental context? Your evolving professional identity?
- What points, if any, do you like, agree with, or find helpful in terms of understanding issues related to macro practice? Why?
- What points, if any, do you dislike, disagree with, or find unhelpful in terms of understanding issues related to macro practice? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives might relate to the content?
- What are the connections with and/or implications for diversity and socially just practice?

**Week 1 January 23 - 29**

**Introduction to the Course**

*Content Focus: CSWE Competency 1*

<p style="text-align: center;"><b><u>JANUARY 23: In person class</u></b></p> <p><b>Introducing the Cell to Society Framework Syllabus and course overview</b>  <b>Complete:</b> Information Sheet during class  <b>Lecture:</b> Chapter 1 (this is recommended, <i>not</i> required reading)  <b>Community analysis project:</b> Self-select members for your small group; choose your community; begin to gather information about your community.</p>	<p style="text-align: center;"><b>Asynchronous work this week</b></p> <ol style="list-style-type: none"> <li>1. Develop a strategy for your <b>HBSE Journal</b> (e.g., how will you keep track of your observations throughout the week? Pick a consistent time to record your journal entry.)</li> <li>2. Chose the <b>social movement</b> you want to investigate.</li> <li>3. <b>Community analysis project:</b> Reading and research for next week’s class (see Canvas for details)</li> </ol>
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**Week 2 January 30 – February 5**

**Stress and Adaptation**

**Community Analysis: Quantitative Data**

*Content Focus: CSWE Competency 1, 2, and 3*

<p style="text-align: center;"><b><u>JANUARY 30: In person class</u></b></p> <p><b>Read:</b> Chapter 3 for today’s class  <b>Read:</b> <i>Social Movements</i>. Introduction to Sociology Understanding and Changing the Social World. Retrieved from <a href="https://pressbooks.howardcc.edu/soci101/chapter/21-3-social-movements/">https://pressbooks.howardcc.edu/soci101/chapter/21-3-social-movements/</a>  <b>Recommended reading:</b> Chapter 1  <b>Community analysis project:</b> Gather quantitative data about your community</p>	<p><b>Asynchronous work this week; assignments due:</b>  <b>HBSE Journal:</b> Complete entry by Sunday, Feb. 5; you will reflect on your worldview as it relates to chapter 3.  <b>Social Movement Project:</b> Complete worksheet by Sunday, Feb. 5  <b>Community analysis project:</b> Reading and research for next week’s class (see Canvas for details)</p>
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**Week 3 February 6 – 12**

**Social Exchange and Cooperation**

**Community Analysis: Mapping Tools and Geographic Information Systems (GIS)**

*Content Focus: CSWE Competency 3 and 6*

<p><b><u>FEBRUARY 6: In person class</u></b> <b>Read:</b> Chapters 9 <b>Community analysis project:</b> Use mapping tools and geographic information systems to examine your community.</p>	<p><b>Asynchronous work this week; assignments due:</b> <b>HBSE Journal:</b> Complete entry by Sunday, Feb. 12; you will relate this entry to content from chapter 9. <b>Social Movement Project:</b> Complete worksheet by Sunday, Feb. 12 <b>Community analysis project:</b> Reading and research for next week's class (see Canvas for details)</p>
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**Week 4 February 13 – 19**

**Community Analysis: Qualitative Data**

*Content Focus: CSWE Competency 1, 3, 6, and 7*

<p><b><u>FEBRUARY 13: In person class</u></b> In lieu of class today, you will:</p> <ul style="list-style-type: none"><li>• as a small group conduct participant observation in your community during our regularly scheduled class time.</li></ul>	<p><b>Asynchronous work this week; assignments due:</b> <b>HBSE Journal:</b> No journal entry for this week <b>Social Movement Project:</b> Complete worksheet by Sunday, Feb. 19 <b>Community analysis project:</b> Reading and research for next week's class (see Canvas for details)</p>
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**Week 5 February 20 – 26**

**Social Networks and Psychosocial Relations**

**Technology**

**Community Analysis: Qualitative Data**

*Content Focus: CSWE Competency 1, 3, 6, and 7*

<p><b><u>FEBRUARY 20: In person class</u></b> <b>Read:</b> Chapter 10 <b>Recommended reading:</b> Chapter 11 <b>Community analysis project:</b> Share and write up qualitative data (participant observation and interviews)</p>	<p><b>Asynchronous work this week; assignments due:</b> <b>HBSE Journal:</b> Complete entry by Sunday, Feb. 26 (relate your entry to chapter 10) <b>Social Movement Project:</b> Complete worksheet by Sunday, Feb. 26 <b>Community analysis project:</b> Participant observation notes due by Sunday, Feb. 26; Reading and research for next week's class (see Canvas for details)</p>
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**Week 6 February 27 – March 5**

**Belief System and Ideology**

**Community Analysis: Intervention**

*Content Focus: CSWE Competency 3, 7, and 8*

<p><b><u>FEBRUARY 27: In person class</u></b> <b>Read:</b> Chapter 14 <b>Community analysis project:</b> Discuss potential community-level intervention.</p>	<p><b>Asynchronous work this week; assignments due:</b> <b>HBSE Journal:</b> Complete entry by Sunday, March 5 (your entry will relate to chapter 14)</p>
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	<p><b>Social Movement Project:</b> Complete worksheet by Sunday, March 5; prepare materials for small group discussion</p> <p><b>Community analysis project:</b> Reading and research for next week's class (see Canvas for details)</p>
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**Week 7 March 6 – 12**

**Institutions**

*Content Focus: CSWE Competency 1, 2, 3, and 8*

<p style="text-align: center;"><b><u>MARCH 6:</u> In person class</b></p> <p><b>Read:</b> Chapter 13</p> <p><b>Social Movement Project:</b> Share in small groups</p> <p><b>Community analysis project:</b> Finalize intervention; organize project; develop PPT for next week's class.</p>	<p><b>Asynchronous work this week; assignments due:</b></p> <p><b>HBSE Journal:</b> Complete entry by March 12 (relate to chapter 13)</p> <p><b>Social Movement Project:</b> Worksheet due March 12</p> <p><b>Due:</b> Community analysis document and PPT slides due March 12</p>
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**Week 8 March 13 – 17**

**WE MAY HAVE CLASS ON ZOOM THIS WEEK; more details to come**

**The Physical Environment**

**Community Analysis Presentations**

*Content Focus: CSWE Competency 1, 2, 3, 6, 7, and 8*

<p style="text-align: center;"><b><u>MARCH 13:</u> In person class</b></p> <p><b>Read:</b> Chapter 12</p> <p>Community analysis group presentations</p>	<p><b>Asynchronous work this week; assignments due:</b></p> <p><b>HBSE Journal:</b> Complete entry by March 17 (relate to chapter 12)</p>
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GOOD LUCK WITH THE REST OF YOUR SEMESTER!

**Participation 80 points Content Focus: CSWE Competency 1**

Ongoing; 10 points for each class

You are expected to come to class prepared. Readings and assignments are to be completed on time. The practice of professionalism in the classroom provides a foundation for future social work practice. See below for the specific components of participation and attendance:

**PARTICIPATION:**

- You will be divided into small groups which will remain the same throughout the semester; each week you will spend time in small groups discussing the assigned chapter.
- Participation and engagement in class discussions and activities.

**HBSE Journal 120 points Content Focus: CSWE Competency 1 and 3**

**ASYNCHRONOUS WORK**

Journal entry due every Sunday beginning Week 2 through Week 8; no entry Week 4.

6 entries @ 20 points each.

You will write reflective journal entries that detail the macro-level environmental influences shaping your world and perspective. More details are in Canvas.

**Social Movement Project 100 points Content Focus: CSWE Competency 2**

**ASYNCHRONOUS WORK**

Worksheet due every Sunday beginning Week 2 through Week 7.

6 worksheets @ 10 points each.



Small group discussion 40 points

Final worksheet due Sunday, March 17

This project will give you the opportunity to examine a social movement of interest to you. You will follow your social movement on social media or in the news beginning Week 2 through Week 7. Expect to spend approximately 1 hour each week investigating and analyzing your social movement and 15-30 minutes completing the worksheet. More details are in Canvas along with worksheets to guide you through this assignment.

**Community Action Project 150 points Content Focus: CSWE Competency 1, 3, 6, 7, 8**

Ongoing; the majority of this project will be conducted in class. We will not meet for one class period to give everyone time to conduct participant observation as a small group and individually conduct one interview.

Community Analysis Group Project = 150 points

- Participant observation (50)
- Participation in project (50)
- Group presentation (50)
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ASYNCHRONOUS WORK: approximately 30-60 minutes per week.

**Due:** Participant observation notes due Sunday, February 26.

**Due:** Final PowerPoint and documents due Sunday, March 12.

This assignment will expose you to community analysis and assessment methods. This project will prepare you to conduct various types of analysis. You will learn how to:

- Work effectively in a group; collaborate; leadership skills
- Use online data sources to gather quantitative information about your community
- Conduct participant observation of a community to gather qualitative data
- Use mapping tools and Geographic Information Systems (GIS)

More details are in Canvas.