

**UNIVERSITY OF NEVADA, LAS VEGAS**  
**School of Social Work**  
**Human Behavior and the Social Environment II**  
**SW 425 MASTER SYLLABUS**

Instructor:	
Time:	
Class Location:	
Office:	
Phone:	
Canvas:	<a href="https://unlv.instructure.com/login/ldap">https://unlv.instructure.com/login/ldap</a>
Email:	

**COURSE DESCRIPTION**

Human Behavior and the Social Environment II (SW 425) focuses on theories and concepts of behavior at the level of groups, organizations, community, and culture. The primary aim of the course is to provide the student with a foundation for understanding how large scale (macro) systems influence human behavior and how they promote or deter optimal health and well-being. The systems theory and the ecological perspective are used as a framework for understanding the complex interactions between individuals, groups, communities and organizations and the impact of social and cultural forces on institutions, organizations, and communities. The Human Behavior and the Social Environment courses, in keeping with the moralist perspective of the undergraduate curriculum, incorporate social work values and ethics in relation to the course content.

**COURSE RATIONALE**

The content area of Human Behavior and the Social Environment (HBSE) is central to social work education and provides a foundation and basis for social work practice. The ability to understand and assess human behavior is fundamental to all methods of social work practice. The first HBSE Course (SW 315, HBSE I) is designed to introduce students to theories and knowledge useful for understanding human behavior at the level of individuals, families, and groups. The second HBSE course (SW 425, HBSE II) provides a framework for understanding human behavior in the large system components including communities, groups, organizations, and cultures.

**PROGRAM COMPETENCIES**

The program competencies for the BSW program flow from the mission, goals, and objectives of the School of Social Work and reflect the standards of the Council on Social Work Education (CSWE)—Educational Policy and Accreditation Standard Competencies:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with individuals, families, groups, organizations, and communities.
- Competency 7: Assess individuals, families, groups, organizations, and communities.

- Competency 8: Intervene with individuals, families, groups, organizations, and communities.  
 Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

**COURSE COMPETENCIES AND PRACTICE BEHAVIORS:**

In the HBSE sequence, course competencies place an emphasis on critical thinking, respect for human diversity, and the application of knowledge in assessment in individuals, families, groups, organizations, and communities. The course material, instruction, and assignments will allow students the opportunity to achieve the following competencies:

Competency 2:	Engage diversity and difference in practice.	
	Practice behaviors:	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
	Measurement:	Self-assessment of group process and dynamics of group formed for group presentation on group identity and diversity, the instructor's assessment of the group's presentation on Group identity and diversity, and student assessment of the other groups' presentation on group identity and diversity.
Competency 7:	Assess individuals, families, groups, organizations, and communities.	
	Practice behaviors:	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
	Measurement:	Working Paper #1; midterm exam, Working Paper #2; final exam
Competency 9:	Evaluate practice with individuals, families, groups, organizations, and communities.	
	Practice behaviors:	Select and use appropriate methods for evaluation of outcomes  Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes  Critically analyze, monitor, and evaluate intervention and program processes and outcomes
	Measurement:	Class discussions, data analysis exercises, mid-term and final exam

## **COURSE REQUIREMENTS**

### **Assignments**

The method of instruction will include didactic presentations by the instructor, class discussion, audio-visual presentations, special projects, guest speakers, community learning trips/tours, interactive experiences, small group work, role plays, use of case examples, and student-to-student interactions.

<b>ASSIGNMENT</b>	<b>Points</b>
<p><b>Class Attendance/Participation</b></p> <p>Students seeking the maximum learning experience from this course will find it necessary to not only complete readings and assignments, but to fully engage themselves in the class process. Regular attendance is viewed as professional behavior. Students with more than TWO absences WILL NOT receive ANY credit in this grading category. (Suggestions: Bank your two absences; you never know when emergency situations will occur).</p> <p>Those students who refuse to complete the "Standards for Ethical Behavior in the Classroom" form will automatically forfeit all points in this grading category.</p> <p>NOTE: It is the student's responsibility to sign the attendance sheet at each class session. Other students are not permitted to sign your name, Credit will be given for those days in which the student's name appears on the attendance sheet. Credit will not be given to those students who forget to sign the attendance sheet.</p> <p><b>ABSOLUTELY NO EXCEPTIONS.</b> It is not the instructor's responsibility to make sure that students sign in each week.</p> <p>The use of computers, phones, tablets, recording devices or any type of electronics is prohibited without the explicit permission of the instructor. These devices must be put away prior to the start of class and remain there until class is dismissed. Use of electronics during class time may result in loss of attendance points.</p> <p><b>TARDYS:</b> Every class tardy will result in a one point reduction from your final grade. Students who miss class due to religious holidays will have an opportunity to make up missed work. Students who anticipate missing a class due to observance of a religious holiday, should notify the instructor, in writing. Class participation is mandatory. Many participation assignments occur in class (e.g. small group work). Students with unexcused absences from class will not be able to recoup in-class participation assignment points. Students are expected to actively engage in the assessment of group presentations, as well as any other class activities.</p>	<b>30</b>
<p><b>Quizzes (7)</b></p> <p>Quizzes will cover course material from weekly readings. See course schedule.</p>	<b>70</b>
<p><b>Working Papers #1 &amp; #2 (50 x2)</b></p> <p>Two short working papers will be required throughout the semester. Specific requirements for each paper will be given prior to the due date. Each paper will</p>	<b>100</b>

<p>reflect your thinking about a topic discussed in class or in the textbook. Evaluation of the papers will be based on the clarity of ideas, organization, understanding of the material, and style and grammar. Additional instructions and format will be provided. (Maximum 50 points each).</p> <p>Theoretical perspectives. Take a social problem or issue and discuss the issue in terms of one of the theories we discuss in class. Discuss how the theory or perspective does or does not help you understand the issue. Neighborhood walk. This is a chance to get to know your neighborhood as a community organizer might know it. Students will particularly consider the localization of issues of social and economic justice.</p>	
<p><b>Mid-Term Exam</b></p> <p>The exam will cover all course material from January 23, 2018 - March 6, 2018. The exam will be based on assigned readings, classroom lectures, practice assignments, and class discussions. The exam will consist of a combination of multiple choice, short answer, and true/false questions.</p>	<b>100</b>
<p><b>Group presentation</b></p> <p>Groups and topics will be chosen during the second week of class. Each group will be responsible for developing a one-hour class presentation describing issues related to a specific group or population in Las Vegas. Localized issues of social and economic justice will be emphasized. Groups will be able to use some class time during the course of the semester to discuss and plan the presentation.</p>	<b>100</b>
<p><b>TOTAL POSSIBLE</b></p>	<b>250</b>
<p>* All work is expected to meet academic standards, following APA format (6th Ed.). Late assignments will receive a 10% deduction,</p>	

### Grading Scale

94-100	A	73-76	C
90-93	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+	59-	F

### UNIVERSITY POLICIES

#### Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student](#)

[Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

### Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

### Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

### Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

### Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor

during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

### Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

### Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

### Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the

“I” grade.

### Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

### Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

### Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors

and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

#### Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

#### UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

**PLAGIARISM** – Proper credit must be given to others' ideas. They must be cited within the text (author(s) and page #'s) and in the references on a separate page at the end of the assignment (see Publication Manual of the American Psychological Association, 4<sup>th</sup> edition). Direct quotes must begin and end with quotation marks. Plagiarism will result in a failing grade.

**ETHICAL GUIDELINES AND PROFESSIONAL BEHAVIOR** – Professional social work education is an opportunity to learn, practice, and teach the professional principles necessary for ethical social work practice. You are expected to be on time for class; come prepared; exercise courtesy and respect towards your classmates. You are expected to engage in respectful and thoughtful discussions in class, deepening and broadening your repertoire of knowledge and skills in the interaction with others with different perspectives. Although our discussions necessarily involve our own experiences, please remember that the class situation is not a professional setting in regard to confidentiality. If you or someone you know requires assistance or counseling, please contact an appropriate agency, or for referral, contact the social work office #702-895-3311, or my office, #702-895-\_\_\_\_\_.

**Consensual Relationships** – UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see <http://hr.unlv.edu/policies/consensual.html>.

**Classroom Conduct** - Students have a responsibility to conduct themselves in class and in the



libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

**Classroom Surveillance** - Nevada Revised Statutes (State Law) 396.970 Surreptitious electronic surveillance on campus, exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the Sustain without the knowledge of the person being observed.
2. Subsection 1 does not apply to any electronic surveillance:
  - (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance; (b) by a law enforcement agency pursuant to a criminal investigation; (c) By a peace officer pursuant to NRS 289.830;
  - (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety Pursuant to NRS 480.365;
  - (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or
  - (f) Of a class or laboratory when authorized by the teacher of the class or laboratory. (Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

## **COURSE SPECIFIC NOTICES**

### **Course Requirements/Plan for Evaluation of Assignments**

#### Specific Expectations

- a. Students are expected to attend all classes. Attendance will be taken each week,
- b. Students are expected to actively participate in the class process each session. Nonparticipation will be noted and factored into a lowered final grade.
- c. Students are expected to complete all assigned readings prior to each class.
- d. Students are expected to submit written assignments on time.
- e. No racist, sexist, or offensive language is permitted in class discussions or in written assignments.
- f. Professional, ethical, and considerate conduct is expected at all times.
- g. The use of cell phones is not permitted in class. If class time is utilized to check messages, text, etc. the student will be recorded as absent from class that day,
- h. Students are required to check Canvas for any updates on the Course.

## **ADDITIONAL RESOURCES**

**STUDENT LOUNGE** - There is a small student lounge on the third floor of the GUA building in the School of Social Work for your use. A file cabinet contains folders for faculty and administrative communication with each of you. There is also a phone and a couple of computers for your shared use.

**CAMPUS ASSISTANCE** - The following link will provide you direct access to campus organizations that can assist you: [http://tic.unlv.edu/student\\_success.htm](http://tic.unlv.edu/student_success.htm)

PERSONAL ASSISTANCE - Please be reminded that this class is not a confidential setting. The following numbers may be helpful to you in this regard: School of Social Work Office 702-895-3311 UNLV Counseling and Psychological Services 702-895-3627 United Way Clearinghouse 702-892-2320 Clark County Social Service 702-455-7200

Social Work Subject Librarian: Lied Library has a librarian assigned to assist social work students, as well as other students in the Green spun College of Urban Affairs, in regard to research and other library resources:

Ms. Susie Skirl Urban Studies Librarian Phone: (702) 895-2141

Email: Susie.Skar@unlv.edu

MENTAL HEALTH SUPPORT - At times the ability to balance the demands of a rigorous academic program, other life responsibilities, and internal stressors may become difficult, requiring professional intervention. Student Psychological Services (SPS) is available to help students with concerns before they become more serious problems as well as to address crises. SPS can be contacted at 895-3627.

THE UNIVERSITY ASSOCIATION OF SOCIAL WORK STUDENTS - The University Association of Social Work Students (UASWS) at the UNLV School of Social Work functions as a student organization specifically directed toward social work majors. UASWS is an excellent forum for social work students on the BSW and the MSW levels to share ideas, experiences, concerns, and to have a voice within the Social Work department. Participation in UASWS can enrich the educational and professional opportunities of its members by connecting social work students to their community. For more information, please email uasws@unlv.edu.

### **REQUIRED TEXTBOOK**

There are two required textbooks for the class:

Kirst-Ashman, K. K. (2019). *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups (5th Ed.)*. Belmont, CA: Brooks Cole.

Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American Community*. New York: Simon and Schuster.

### **RESERVED READINGS**

Additional Readings as noted in the course outline will be on Canvas. There may be additional readings as assigned.

### **RECOMMENDED TEXTBOOK**

McKnight, J. & Block, P. (2010). *The abundant community: Awakening the power of families and neighborhoods*. San Francisco, CA: Barrett-Koehler Publishers, Inc.

### **COURSE SCHEDULE**

WEEK	DATE	READINGS (Instructor reserves the right to change, however students will be notified of any adjustments)
1		<b>TOPIC: Introduction to the course; review of syllabus,</b>

		<p><b>introduction to macro theories and use in generalist practice</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> </ul>
		<p><b>UNIT 1: PARADIGMS &amp; THEORIES IN SOCIAL WORK</b></p>
2		<p><b>TOPIC: Social stratification, Macro theories—History of development, definition and scope</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <i>Kirst-Ashman</i> <ul style="list-style-type: none"> <li>• <i>Ch. 1</i></li> </ul> </li> </ul> </li> </ul> <p>Group formation for presentations</p>
3		<p><b>TOPIC: Theories for social work practice, Generalist practice, the strengths and empowerment perspectives</b></p> <p><b>Ethical values and principles</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <i>Kirst-Ashman</i> <ul style="list-style-type: none"> <li>• <i>Ch. 2</i></li> </ul> </li> </ul> </li> </ul>
		<p><b>UNIT II: GROUPS AND THEORIES ABOUT GROUPS</b></p>
4		<p><b>TOPIC: Theories and perspectives on groups</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <i>Kirst-Ashman</i> <ul style="list-style-type: none"> <li>• <i>Ch. 3 &amp; 4</i></li> </ul> </li> <li>○ <i>Putnam</i> <ul style="list-style-type: none"> <li>• <i>Ch. 1, 5, 6</i></li> </ul> </li> </ul> </li> </ul>
5		<p><b>TOPIC: Theories and perspectives on groups (continued)</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <i>Putnam</i> <ul style="list-style-type: none"> <li>• <i>Ch. 7-9</i></li> </ul> </li> </ul> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Working Paper #1 Due</li> </ul>

		<b>UNIT III: ORGANIZATIONS AND ORGANIZATIONAL THEORIES</b>
<b>6</b>		<b>TOPIC: GROUPS IN COMMUNITIES AND ORGANIZATIONS: IDENTITY AND EMPOWERMENT</b>  <b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <i>Kirst-Ashman</i> <ul style="list-style-type: none"> <li>• <i>Ch. 5-6</i></li> </ul> </li> </ul> </li> </ul> <b>Review for midterm exam</b>
<b>7</b>		<b>MIDTERM EXAM</b>
<b>8</b>		<b>TOPIC: Theories and perspectives on social service organizations</b>  <b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <i>Kirst-Ashman</i> <ul style="list-style-type: none"> <li>• <i>Ch. 7-8</i></li> </ul> </li> </ul> </li> <li>• Supplemental: <ul style="list-style-type: none"> <li>○ Hasenfeld, Y. (1992). The nature of human service organizations. In Y. Hasenfeld (Ed.), <i>Human services as complex organizations</i> (pp. 3-23). Newbury Park, CA: Sage.</li> </ul> </li> </ul>
		<b>UNIT IV: COMMUNITIES IN SOCIETY AND COMMUNITY THEORIES</b>
<b>9</b>		<b>TOPIC: Theories and perspectives on neighborhoods</b>  <b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <i>Kirst-Ashman</i> <ul style="list-style-type: none"> <li>• <i>Ch. 11</i></li> </ul> </li> </ul> </li> <li>• Supplemental: <ul style="list-style-type: none"> <li>○ Warren, R. B. &amp; Warren, D. I. (1977). How to diagnose a neighborhood. In R. B. Warren &amp; D. I. Warren, <i>The neighborhood organizer's handbook</i> (pp. 167-196). Notre Dame: The University of Notre Dame.</li> </ul> </li> </ul>
<b>10</b>		<b>TOPIC: Perspectives on community</b>  <b>Readings:</b> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <i>Kirst-Ashman</i></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Ch. 9-10</li> <li>○ Putnam <ul style="list-style-type: none"> <li>• Ch. 2-4</li> </ul> </li> <li>• Supplemental: <ul style="list-style-type: none"> <li>○ Dionne, E. J. (2012, May 24). <i>Conservatives used to care about community. What happened?</i>  <a href="http://www.washingtonpost.com/opinions/conservatives-used-to-care-about-community-what-happened/2012/05/24/gJQAsR8inU_story.html?hpid=z3">http://www.washingtonpost.com/opinions/conservatives-used-to-care-about-community-what-happened/2012/05/24/gJQAsR8inU_story.html?hpid=z3</a></li> </ul> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Working paper #2 Due</li> </ul>
11		<p><b>TOPIC: Diversity, Populations-at-Risk, and Empowerment</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <i>Kirst-Ashman</i> <ul style="list-style-type: none"> <li>• Ch. 12</li> </ul> </li> </ul> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Working paper #2 Due</li> </ul>
		<p><b>UNIT V: GROUPS IN ORGANIZATIONS AND COMMUNITIES: IDENTITY AND EMPOWERMENT</b></p>
12		<p><b>Group Presentations</b></p>
13		<p><b>Group Presentations</b></p>
14		<p><b>Group Presentations</b></p>
15		<p><b>Group Presentations</b></p> <ul style="list-style-type: none"> <li>• Wrap-up and review</li> </ul>

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