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THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK  
SW327/URB 354: Human Behavior and the Social Environment

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Fall 2016, SW 327 Section 61135  
URB 354 Section 37535  
Instructor: Katarzyna Olcoń, MSW  
Monday, Wednesday, 9:30 to 11:00 am  
Room 1.212, Social Work Building  
Email: [kjolcon@utexas.edu](mailto:kjolcon@utexas.edu)

Office: 3.122  
Office Hours: By appointment on Mondays  
& Wednesdays before or after class. Please  
contact the Instructor to arrange a time.  
TA: See Canvas  
Email:

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STANDARDIZED COURSE DESCRIPTION

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This course explores the biopsychosocial and cultural functioning of human beings across the lifespan using an ecological-systems lens and major developmental theories as a framework to guide the processes of assessment, intervention, and evaluation. Using the generalist social work lens, this course integrates content from other human behavior courses. The students will gain an understanding of which physical, mental, social and economic justice hazards can adversely impact an individual's growth and development during their lifetime. Frameworks incorporating an eco-systems/developmental perspective, including systems/ecological and psychosocial (life span development) frameworks, are used to conceptualize stages of human growth and development, with a primary focus on adolescence, early adulthood, the middle years, and the aged adult within an intergenerational family context. The impact of the family, social groups, organizations, communities, and society on individuals during the stages of the lifespan are also discussed. This course emphasizes empirically-based research reflecting a risk and resilience perspective in making client assessment and recommending appropriate interventions. This contributes to a social worker's ability to understand and critically analyze the interactions among individuals, families, groups, organizations, and communities. Students will be able to understand how personal values are reflected in sociocultural contexts, such as culture, race and ethnicity, gender, sexual orientation, age, class, and religion, and how they can influence human behavior. Increasing access to resources, reducing risks, and considering ethical dilemmas involved in dealing with human behavior are also considered.

Course prerequisites include Social Work 310, 312, and either Psychology 304 (Child Psychology) or Child Development 313 (Child Development). Social Work 325 (Foundations of Social Justice) is also required as part of this curriculum and is taken concurrently with SW327.

**This course carries the writing flag.** Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

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REQUIRED TEXTS & MATERIALS

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Hutchison, E. D. (2015). *Dimensions of human behavior: Person and environment (5th ed.)*. Los Angeles, CA: Sage Publications.

Texts can be purchased at the University Co-Op, 2246 Guadalupe, <http://www.universitycoop.com>.

Additional readings are listed under the Weekly Schedule of Readings and Assignments and will be available on Canvas.

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## TEACHING METHODS

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This course will use a variety of teaching methods including lectures, discussions, videos, guest speakers, and group projects and exercises. Class instruction is designed to encourage student participation and input. Students are expected to come to all classes having carefully completed all reading assignments, to be prepared to discuss the reading material, and to be able to participate in the class activities by sharing their thoughts, views and questions.

Students are encouraged to meet individually with the instructor to review their progress in the course and to ask questions regarding the course content and the social work profession. The instructor is available to meet by appointment and is responsive to emails.

Please note that the instructor will communicate frequently about the course via Canvas announcements and/or Canvas mail.

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## STANDARDIZED COURSE OBJECTIVES

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By the end of the course, the student will be able to:

1. Explain the unique perspective that social work has in viewing the relationship between the individual person and environment in comparison to other helping professions **(PB 24)**;
2. Explain and apply basic principles of learning theories and the system-ecological and psychosocial frameworks and analyze individual, family, group, organizational, community, and societal dynamics from each of these perspectives **(PB 24)**;
3. Describe biological, social, cultural, psychological, and spiritual aspects of adolescent, early adult, middle adult, and older adult developmental states within the context of the broader environment **(PB 24)**;
4. Describe the dynamics of social groups, organizations, communities, and society, and the ways that they can impact individual development and behavior **(PB 24)**;
5. Explain ways that ethnicity, culture, gender, sexual orientation, class, disability, and other factors contribute to human development and their implications for social work practice in assessment, intervention, and evaluation **(PB 23)**;
6. Describe relevant research and identify and conceptualize additional research needs relating to human behavior and the social environment;
7. Apply information and theories related to human behavior in the social environment to life situations in a manner consistent with social work values and the promotion of social and economic justice **(PB 24)**;
8. Use critical thinking skills in writing an academic literature review on a human development question of interest;
9. Explain and apply basic principles of learning theories and the systems/ecological and psychosocial frameworks to guide the processes of assessment, intervention, and evaluation **(PB 23)**;
10. Apply information and theories related to human behavior and social environment to life situations in order to determine the ways social systems promote or deter people in maintaining or achieving health and well-being **(PB 24)**.

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## ACCREDITATION

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The University of Texas' School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be found in your Student Handbook.

### E.P.2.1.7 APPLY KNOWLEDGE OF HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

**PB 23** Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Course Objectives: 5, 9

Assignment: Literature review paper, case analysis presentations, exams

**PB 24** Critique and apply knowledge to understand person and environment

Course Objectives: 1, 2, 3, 4, 7, 10

Assignment: Literature review paper, case analysis presentations, exams

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## UNIVERSITY POLICIES

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**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at: <https://cmhc.utexas.edu/>

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>)

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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#### GRADING SCALE

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A	94.0 +	C+	77.0 – 79.999	D-	60.0 – 63.999
A-	90.0 – 93.999	C	74.0 – 76.9991	F	Below 60.0
B+	87.0 – 89.999	C-	70.0 – 73.999	<i>Please Note: Grades will not be rounded.</i>	
B	84.0 – 86.999	D+	67.0 – 69.999		
B-	80.0 – 83.999	D	64.0 – 66.999		

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#### CLASSROOM POLICIES

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**ELECTRONIC DEVICES:** The use of laptops/tablets is only allowed to take notes or to conduct assignments when directed by the instructor. The use of cell phones is not allowed in class. If you must keep your cell phone available for emergency purposes, please notify me before class.

**CLASS ATTENDANCE & PREPARATION:** Class attendance is required every class period for the entire class period. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Students must expect to be called upon during each class to discuss their understanding of the reading material. Failure to demonstrate through discussions that one has comprehended the readings will be considered in assigning the class participation grade.

We will be discussing a variety of issues that may hold special significance to students. It is important to discuss ideas in a supportive and respectful manner, acknowledging that others may have different opinions. I encourage you to see things from a different point of view and use feedback from each other to augment your ideas. And while I encourage debate and disagreement as a productive aspect of classroom discussion, all students will be expected to act in a respectful manner towards classmates, the professor, and any guest speakers at all times. Do not hold side conversations with your classmates at any time during class.

**GENERAL ASSIGNMENT REQUIREMENTS:** All assignments must be typed in Times New Roman 12 point font, double-spaced and have one-inch margins. Assignments that fail to do so will receive a grade reduction. References/sources used in

papers must be in APA format and from evidence-based journals. If questions about the credibility of a reference arise, consult with the instructor. The instructor is available by email to answer questions about assignments. Students should submit questions or requests for clarifications at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response. Assignments are expected to be completed at the beginning of class on the stated due dates. Except for in-class work, all assignments must be turned electronically on Canvas.

You can find information about APA style here: [www.apastyle.org](http://www.apastyle.org) and at the Purdue Online Writing Lab (OWL at Purdue) <https://owl.english.purdue.edu/owl/>. You can get help in person at the Undergraduate Writing Center on campus: <http://www.uwc.utexas.edu/>.

**LATE WORK.** Students will be penalized for late assignments. Late assignments will receive a 20% grade deduction each day for two days. After more than two days, late assignments will not be accepted. All assignments must be submitted in Canvas; therefore, it is your responsibility to ensure that there is an attachment. If you have any doubt, you can ALSO send the assignment to the instructor via email. Please note that the late policy does not apply to in-class quizzes or other in-class activities. If you anticipate being unable to meet an assignment deadline, let me know in advance.

**CHANGE OF SYLLABUS:** The instructor reserves the right to make modifications to the syllabus if circumstances require an adjustment of course content (i.e. class schedule, readings or assignments) during the semester. Any revised versions of the syllabus will be uploaded to Canvas.

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## GRADED ASSIGNMENTS

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For all written assignments, you are required to properly cite and reference your sources of information. Any quotation, concept, idea, or piece of information that is taken *directly or paraphrased* from another source must be properly cited and referenced according to American Psychological Association (APA) guidelines. If you have any questions or are unsure about what constitutes plagiarism, please come see me. I also strongly encourage you to take advantage of the University Writing Center (<http://uwc.utexas.edu/>). All graded assignments will be scored according to a grading rubric. These will be available on Canvas, and I encourage you to reference them in advance of completing the assignment so that you are informed of the criteria you need to meet to achieve your desired grade!

### Course Grades

Literature Review & Theory Paper	20 points
Exam #1	20 points
Exam #2	20 points
Case Analysis Presentation	10 points
Case Analysis Paper	15 points
Attendance, Participation & Daily Assignments	15 points
<b>Total</b>	<b>100 points</b>

### **LITERATURE REVIEW & THEORY PAPER (20 points)**

You will select a topic of interest related to human behavior and the social environment and write a literature review paper that: 1) is based in a theoretical framework presented in the textbook; and 2) analyzes and synthesizes empirical research to complete a scholarly review on that topic. This paper allows you to conduct an in-depth examination of a specific topic that you find interesting by reading, reviewing, and analyzing what other scholars have written about the problem. Through this assignment, you will demonstrate critical thinking skills and mastery of American Psychological Association (APA) writing format. Your critical thinking skills will be reflected through analyzing and synthesizing a minimum of 6 research-based, peer-reviewed journal articles and integrating this research within one theoretical framework presented in textbook. You will also have an opportunity to provide feedback to your classmate on her paper. The paper should be between 7 and 9 full, double-spaced pages using Times New Roman 12-point font and one-inch

margins. The page limit does not include the title page or reference list pages. You are responsible for turning the assignment in on time the day that it is due. Points will be deducted for late submission. Please see Canvas for detailed instructions and deadlines for completing the assignment.

**First draft due (peer-review): Monday, October 17**

**Second draft due: Wednesday, October 19**

**Final draft due: Monday, October 31**

**EXAMS** (40 points total; 20 points each)

There will be two in-class exams. A full class session is allotted for each exam. Exams will consist of multiple choice, short answer questions, and essays where you will have an opportunity to cover materials from class lectures, discussions, and reading; films are considered equivalent to lecture material. Exam #1 will cover approximately the first half of the semester and Exam #2 will cover approximately the second half of the semester as well as may draw on material from the first half of the semester. Each exam is worth 20% of your grade for total weight of 40%. If you do not take the exam, you may be in jeopardy of not passing the course.

**Exam #1: Monday, October 10**

**Exam #2: Monday, December 5**

**CASE ANALYSIS PRESENTATION** (10 points)

You will have an opportunity to lead a class discussion based on an analysis of one of the cases presented in your textbook or provided by the instructor. The class presentation is a group effort, and each group should have no more than four students. The purpose of the presentation is to integrate common issues encountered within social work practice at both micro and macro levels within: 1) a specific theoretical framework; 2) empirical research; and 3) implications for assessment and intervention. Each presentation should be 30 minutes long. Detailed instructions for this assignment will be available on Canvas and presented in class.

**Case Analysis Presentation Groups 1 & 2: Monday, November 14**

**Case Analysis Presentation Group 3 & 4: Wednesday, November 16**

**Case Analysis Presentation Group 5 & 6: Monday, November 21**

**CASE ANALYSIS PAPER** (15 points)

You are required to complete a case analysis paper based on the same case you selected for group presentation. Each student has to write an individual paper. The paper needs to address a theoretical framework, empirical research and implications for assessment and intervention as related to the selected case. The paper should be between 7 and 9 full, double-spaced pages using Times New Roman 12-point font and one-inch margins. The page limit does not include the title page or reference list pages. You are responsible for turning the assignment in on time the day that it is due. Points will be deducted for late submission. Please see Canvas for detailed instructions and deadlines for completing the assignment.

**First draft due: Wednesday, November 16**

**Final draft due: Monday, November 28**

**ATTENDANCE, PARTICIPATION & DAILY ASSIGNMENTS** (15 points)

There will be a low-stakes assignment each class day (excluding exam and review days) that may include in-class group projects, reading responses and quizzes. Reading assignments are required to be completed prior to class; several other daily assignments will need to be completed prior to class and turned in at the beginning of class. There is no make-up for missed in-class assignments nor will in-class assignments be accepted by email; you must be present in class to receive credit. Attendance will be taken at the beginning of each class. Students can miss one class without point deduction. For all other missed classes student will lose .25 point. Lack of class participation will also result in .25-point deduction.

**WEEKLY SCHEDULE OF READINGS AND ASSIGNMENTS**

<i>Date</i>	<i>Topics / Readings</i>	<i>Assignment Deadlines</i>
<b>WEEK ONE</b>		
Aug. 24	<b>Course Introduction, Overview of Syllabus &amp; HBSE</b>	
<b>WEEK TWO</b>		
Aug. 29	<b>The Dimensions of Person and Environment</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 1, Human Behavior: A Multidimensional Approach, p. 3-34</li> </ul> <b>Writing Workshop</b> <ul style="list-style-type: none"> <li>Selecting a topic &amp; developing a writing plan</li> <li>Recommended reading: Belcher, W. (2009). Anticipating writing obstacles. In <i>Writing your journal article in 12 weeks</i> (pp. 26-38). Thousand Oaks, CA: Sage Publications.</li> </ul>	
Aug. 31	<b>Understanding and Evaluating Theoretical Paradigms, part I</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 2, Theoretical Perspectives on Human Behavior, p. 35-76</li> </ul> <b>Writing Workshop</b> <ul style="list-style-type: none"> <li>Developing a Statement of Interest</li> <li>Recommended reading: Pautasso, M. (2013). Ten simple rules for writing a literature review. <i>PLoS computational biology</i>, 9(7), 1-4.</li> </ul>	Topic of interest & 1 article on your topic of interest
<b>WEEK THREE</b>		
Sep. 5	<b>Labor Day – No Class</b>	
Sep. 7	<b>Understanding and Evaluating Theoretical Paradigms, part II</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 2, Theoretical Perspectives on Human Behavior, p. 35-76</li> </ul> <b>Writing Workshop</b> <ul style="list-style-type: none"> <li>Searching the literature: databases, reading and note-taking strategies</li> <li>Recommended reading: Newport, C. (2007). How to build a paper research database. Retrieved from <a href="http://calnewport.com/blog/2007/10/01/monday-master-class-how-to-build-a-paper-research-database/">http://calnewport.com/blog/2007/10/01/monday-master-class-how-to-build-a-paper-research-database/</a></li> </ul>	Statement of interest
<b>WEEK FOUR</b>		
Sep. 12	<b>Biology as a System</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 3, The Biological Person, p. 79-114</li> </ul> <b>Writing Workshop</b> <ul style="list-style-type: none"> <li>APA format: In-text-citations &amp; references</li> <li>Recommended resource: <a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a></li> </ul>	3 articles on your topic of interest
Sep. 14	<b>Writing Workshop</b> <ul style="list-style-type: none"> <li>Developing an argument &amp; writing an introduction</li> <li>Required reading: The Writing Center, University of North Carolina at Chapel Hill. (2014). Argument. Retrieved from <a href="http://writingcenter.unc.edu/handouts/argument/">http://writingcenter.unc.edu/handouts/argument/</a></li> </ul>	Reference page formatted in APA style



WEEK FIVE		
Sep. 19	<b>The Psychological Person: Cognition, Emotion, and Selfhood</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 4, The Psychological Person, p. 115-143</li> </ul>	The Introduction of your paper
Sep. 21	<b>The Psychosocial Person: Relationships, Stress, and Copying, part I</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 5, The Psychosocial Person, p. 145-176</li> </ul> <b>Writing Workshop</b> <ul style="list-style-type: none"> <li>Selecting a theory related to your topic of interest</li> </ul>	
WEEK SIX		
Sep. 26	<b>The Psychosocial Person: Relationships, Stress, and Copying, part II</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 5, The Psychosocial Person, p. 145-176</li> </ul> <b>Writing Workshop</b> <ul style="list-style-type: none"> <li>Surveying and critiquing the literature</li> <li><i>Recommended reading:</i> Galvan, J. L. (2006). General guidelines for analyzing literature. In <i>Writing literature reviews: A guide for students of the social and behavioral sciences</i> (3rd ed., pp. 31-42). Los Angeles, CA: Pycszak Publishing</li> </ul>	A brief summary of the selected theory on your topic of interest
Sep. 28	<b>Spirituality and Religion Beliefs</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 6, The Spiritual Person, p. 177-222</li> </ul>	
WEEK SEVEN		
Oct. 3	<b>Writing Workshop:</b> <ul style="list-style-type: none"> <li>Writing a literature review</li> <li><i>Recommended reading:</i> Nadell, J., Langan, J., Coxwell-Teagure, D. (2015). Writing the paragraphs in the first draft. In <i>The Longman writer</i> (9th ed., p. 63-91). Harlow, UK: Longman Publishing.</li> </ul>	3 additional articles on your topic of interest
Oct. 5	<ul style="list-style-type: none"> <li><b>Review for Exam 1</b></li> </ul>	
WEEK EIGHT		
Oct. 10	<b>*** EXAM 1***</b>	
Oct. 12	<ul style="list-style-type: none"> <li><b>Film:</b> Kingdom of Women: A Reflection of a Matriarchal Society on Lugu Lake (58 min)</li> <li><b>Review exam's answer key</b></li> </ul>	
WEEK NINE		
Oct. 17	<b>The Physical and Built Environment</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 7, The Physical Environment, p. 225-256</li> <li>Guest speaker: Yeonwoo Kim, MA Social Work Ph.D. Student, Researcher on the impact of neighborhood and built environment on child's health</li> <li>In-class Peer Review of Literature Review &amp; Theory Paper</li> </ul>	<b>Literature Review &amp; Theory Paper - First Draft for Peer Review.</b> Bring a hard copy of your paper to class.
Oct. 19	<b>The Culture Concept</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 8, Culture, p. 257-290</li> </ul>	<b>Literature Review &amp; Theory Paper - Second Draft Due.</b> Submit on Canvas by 11:59pm.
WEEK TEN		
Oct. 24	<b>From Social Structure to Structural Violence</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 9, Social structure and social institutions, p. 291-336</li> <li>Receive feedback on Lit Review &amp; Theory Paper</li> </ul>	1-page reflection on culture

Oct. 26	<b>Understanding and Working with Families</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 10, Families, p. 337-380</li> </ul> <b>Assign groups for case analysis presentations and select cases</b>	1-page reflection on social structure
<b>WEEK ELEVEN</b>		
Oct. 31	<b>Film:</b> Rain in a Dry Land (1hr 22min)	<b>Literature Review &amp; Theory Paper - Final Draft due.</b> Submit on Canvas by 11:59pm.
Nov. 2	<b>The Dynamics of Small Groups</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 11, Small Groups, p. 381-412</li> </ul> <b>Group work on case analysis presentations</b>	
<b>WEEK TWELVE</b>		
Nov. 7	<b>Perspectives on Formal Organizations</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 12, Formal Organizations, p. 413-445</li> </ul> <b>Group work on case analysis presentations</b>	
Nov. 9	<b>Types of Communities</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 13, Communities, p. 447-478</li> </ul>	
<b>WEEK THIRTEEN</b>		
Nov. 14	<b>Case Analysis Presentations</b> <ul style="list-style-type: none"> <li>Groups 1 and 2</li> </ul>	
Nov. 16	<b>Case Analysis Presentations</b> <ul style="list-style-type: none"> <li>Groups 3 and 4</li> </ul>	<b>Case Analysis Paper - First Draft due.</b> Submit on Canvas by 11:59pm.
<b>WEEK FOURTEEN</b>		
Nov. 21	<b>Case Analysis Presentations</b> <ul style="list-style-type: none"> <li>Groups 5 and 6</li> </ul>	
Nov. 23	<b>Thanksgiving Holidays – No Class</b>	
<b>WEEK FIFTEEN</b>		
Nov 28	<b>Understanding Social Movements</b> <ul style="list-style-type: none"> <li>Hutchinson, Chapter 14, Social Movements, p. 479-512</li> </ul>	<b>Case Analysis Paper - Final Draft due.</b> Submit on Canvas by 11:59pm.
Nov 30	<b>Review for Exam 2</b>	
Dec 5	<b>*** EXAM 2***</b>	