

SOC-2060: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Cuyahoga Community College

Viewing: SOC-2060 : Human Behavior and the Social Environment

Board of Trustees:

May 2019

Academic Term:

Fall 2018

Subject Code

SOC - Sociology

Course Number:

2060

Title:

Human Behavior and the Social Environment

Catalog Description:

Social work perspective on human development across the life cycle. Focuses on the biological, psychological, social, cultural and spiritual aspects of human functioning. Human diversity approach consistent with needs of social work students preparing for practice.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

SOC-1010 Introductory Sociology, or SOC-101H Honors Introductory Sociology, and PSY-1010 General Psychology or PSY-101H Honors General Psychology.

Outcomes

Course Outcome(s):

Analyze theories and concepts of human development with respect to the ecological perspective/person in the environment focus of social work ; and the application of conceptual frameworks describing the life stages of human development starting with conception;

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Analyze the impact of biological, psychological, spatial, social-structural, and cultural factors on human behavior, emphasizing the experiences racial, religious, ethnic minorities, women, gay men, lesbians, bisexuals, transsexuals and other disadvantaged and oppressed individuals and groups.
2. Analyze and apply the ecological perspectives and person in the environment foci of social work, applying conceptual frameworks of human development.
3. Describe the dynamics of human reproduction from the point of conception within the context of biological, psychological and sociological theories.

4. Examine developmental tasks of the life stages beginning with infancy demonstrating an awareness of how human milestones and tasks may be altered by membership in groups based on gender, race, ethnicity, culture, class, sexual orientation, physical or mental ability, and other groups subject to discrimination and other forms of oppression.
5. Evaluate the family environment, family systems, and the family life cycle with regard to the "person in the environment" focus.
6. Identify and examine the biological, psychological, and social problems associated with each human developmental stage.
7. Analyze models for assessing and understanding human behavior and the social environment with regard to social work practice standards and ethics.

Course Outcome(s):

Synthesize person in the environment analyses of human behavior with theories of Life Course Development emphasizing the unique experiences of all persons and particular disadvantages of those who are and/or have been oppressed.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Examine the complexities and social dynamics of human behavior using Life Course theories about individuals, families, and groups as indicators of human ecology.
2. Examine the evolving nature of human behaviors and accompanying theories as they intersect with physical and social change to both the individual and to society.
3. Analyze specific developmental tasks during the Life Course as reflections of biological and psychological factors that interact with environmental stimuli.
4. Analyze dimensions of the behaviors of oppressed persons using Life Course theories highlighting the theories' efficacy in regard to the current and historic oppression of individuals, families and groups of racial, gender, religious, ethnic minorities and inclusive of sexual orientation, senior citizens, persons with disabilities and the poor.
5. Identify and describe cultural dimensions of oppressed groups and the unique social rewards offered to these persons as incentives for human growth or those rewards designed for social control that may inhibit growth, using Life Course theories for illustration.
6. Describe the basics of systems theory as these basics inform social work's values and as systems theory galvanizes social work's "persons in the environment" concepts.
7. Demonstrate beginning level skill at resolving conflicts between the values of the professional social worker and one's personal values.

Course Outcome(s):

Demonstrate respect for and acceptance of the unique characteristics and values of human beings while strengthening the development of students' professional values bases and professional identities.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Utilize the appropriate language and terminology for the social work professions.
2. Differentiate between concepts such as impairment, disability, handicapped, and the social-physical barriers encountered due to these conditions.
3. Analyze the impact of developing a significant cognitive, physical, or developmental challenge at any age on ability to use primary, secondary, or tertiary prevention measures/skills.

Methods of Evaluation:

1. Oral participation in discussing assigned work.
2. Class projects.
3. Examinations

4. Group discussions
5. Small and large group activities

Course Content Outline:

1. Theoretical Perspectives on Human Behavior and the Social Environment
 - a. Life Course Theory
 - b. General Systems Theory
 - c. Family Systems Theory
 - d. Basic Theory of Developmental and Cognitive Psychology
2. Infancy and Childhood
 - a. Biological aspects
 - b. Psychological aspects
 - c. Social aspects
 - i. Spatial
 - ii. Cultural
3. Ethnocentrism and Racism
 - a. Social construction of race
 - b. Intersection of prejudice and discrimination
 - c. Cultural differences with respect to human behavior
 - d. Importance of being non-judgmental, identifying individual strengths, and allowing people to be self-determined.
4. Adolescence and Young Adulthood
 - a. Biological aspects
 - b. Psychological aspects.
 - c. Social aspects
 - i. Teen pregnancy
 - ii. HIV/AIDS
 - iii. Cultural
 - iv. Spatial
 - d. Moral Development
 - e. Gender Identity, Gender Roles and Sexism
 - f. Sexual Orientation/Sex Education
 - g. Dating
5. Middle Adulthood
 - a. Biological aspects
 - b. Psychological aspects
 - c. Social aspects
 - i. Spatial
 - ii. Cultural
 - d. Career Pursuits
 - e. Marriage and Family
 - f. LGBTQ Issues/Sex and Societal values
 - g. Sexual Orientation/Marriage
6. Later Adulthood
 - a. Biological aspects
 - b. Psychological aspects
 - c. Social aspects
 - i. Spatial
 - ii. Cultural
 - d. Retirement
 - e. Issues Regarding Mortality/Family and Friends
 - f. Life transitions therapy
7. Human Diversity and Ethical Issues
 - a. Ethical practice standards
 - b. Ethical policy and administrative standards
 - c. Social justice conceptual framework

Resources

Zastrow, Charles, and Karen Kirst-Ashman. (2018) *Understanding Human Behavior and the Social Environment*, Chicago: Nelson-Hall.

Ashford, Jose. (2017) *Empowerment Series: Human Behavior in the Social Environment*, New York:.

Hutchison, Elizabeth. (2019) *Dimensions of Human Behavior: Person and the Environment*, Sage Publications.

Hutchison, Elizabeth . (2019) *Dimensions of Human Behavior: The Changing Life Course*,

Hutchison, Elizabeth. (2017) *Essentials of Human Behavior: Integrating Person, Environment and the Life Course*, Sage.

Cohen, Andrew. (2016) *Imbeciles: The Supreme Court American Eugenics and the Sterilization of Carrie Buck*, Penguin Press: New York.

Huchison, Elizabeth D. (2017) *Essentials of Human Behavior: Integrating persons, Environment, and the Life Course*, Los Angeles, CA: Sage Publications.

Macy, Beth. (2018) *Dopesick: Dealers, Doctors, and the Drug Company that Addicted America*, New York: Little, Brown and Company.

Fenn, Lisa. (2016) *Carry On: A Story of Resilience, Redemption, and an Unlikely Family*, New York, NY: Harper Wave.

Cohen, Adam. (2017) *Imbeciles: The Supreme Court, American Eugenics, and the Sterilization of Carrie Buck*, New York, NY: Penguin Books.

Berk, Laura. (2018) *Exploring Lifespan Development*, Hoboken, NJ: Pearson.

Dunbar-Ortiz, Roxanne. (2015) *An Indigenous People's History of the United States (ReVisioning American History)*, Boston, MA: Beacon Press.

Resources Other

1. Textbooks and supplemental materials which meet performance objectives will be identified annually by Tri-C campus course resources selection committee as appointed by Social and Behavioral Sciences Sociology faculty.

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