He drew a circle that shut me out -
Heretic, rebel, a thing to flout;
But Love and I had the wit to win:
We drew a circle that took him in!

- Edwin Markham, *Outwitted*

**REQUIRED COURSE MATERIALS**


**COURSE DESCRIPTION**

In the second semester of this two-semester sequence we will examine theories related to the development of cultures, social institutions and formal organizations, communities, small groups and families. Multiple theoretical approaches help to promote a fuller understanding of human behavior in the social environment. Each perspective is assessed with regard to underlying assumptions, basic concepts, and strengths and limitations. In addition, through examination of theory and research findings, we will consider the ways that racism, sexism, ethnocentrism, classism and other biases can negatively impact research, perception and professional practice. This two-semester sequence is organized on the assumption that behavior occurring at the level of the individual, family, and small group affects and is affected by events that occur within the larger organization and community systems contexts. Connections will be made to social work practice, social welfare institutions, and professional social work ethics.

**COURSE OBJECTIVES**

Upon completion of the course students will be able to:

- Understand and provide an overview of human development within the context of cultures, societal institutions, communities, small groups and families.

- Identify major environmental influences on human development, well-being, and behaviors, including the dynamics of families, groups, organizations and communities and the inter-
relationships among the biological, social, economic, political, psychological and cultural systems.

- Understand and describe the impact of cultural diversity on human development, with a particular emphasis on oppressed and minority groups such as gay men and lesbians, people living in poverty, people from diverse racial and ethnic populations, and the elderly and disabled.

- Understand and describe the implications of differential needs and development for social policy and social work practice for a variety of distinct groups.

- Understand and explain more about their own cultural background, social contexts, and developmental issues as these interact with their work as future social workers.

- Appraise critically the value of research and theory about humans and their environments for use in generalist social work practice.

- Develop and share a personal view of human diversity that is consistent with the generalist perspective and social work values and ethics.

LOGISTICS

READINGS: Students are responsible for all assigned readings. In addition to readings identified in this syllabus, others may be distributed. These additional readings often focus on current matters of relevance to the course subject matter. The supplemental readings are intended to bring to life the theoretical content of the text and to help associate theory with current social work practice, whether that practice is clinical, organizational, or research-oriented.

Assigned readings should be completed prior to class on the date assigned. The quantity of reading is designed to allow for in-depth attention to and thorough understanding of everything assigned. The answer to the question, “On which readings should I focus?” is “All of them.”

The subject matter of this course is reflected in communications that surround us daily, in newspapers and magazines, on television and radio, on the internet, in work and classroom environments, and in our communities and homes. Students are expected to become keen observers of course subject matter whenever and wherever it appears.

Students will be evaluated on their ability to present their critical thinking verbally and in writing.

BLACKBOARD: Students are expected to check Blackboard regularly as this is the primary mode of communication between instructor and students as well as among students.

TEACHING PHILOSOPHY My teaching philosophy can best be summed up as follows. Each ounce of hard work should be matched with an ounce of fun. I relish working hard for and with students and having an enormous amount of fun in the process. I hope other members of our
learning community share this attitude and that we enjoy challenging each other throughout the semester.

**STUDENT RESPONSIBILITIES**

Students are responsible for participating in all discussions and completing assigned readings prior to each week’s discussion. Required readings in the text are noted in the Course Schedule and Assignments section of the syllabus. Additional readings may be assigned at class time.

Papers, discussions, and other assignments must:

- Demonstrate systematic analysis (applying and integrating theoretical perspectives into the assessment of practice).
- Be well organized with proper adherence to the rules of grammar, spelling, and punctuation.
- Use double spacing and related APA formatting (http://www.apastyle.org/). Unless otherwise noted, assignments require a reference list and citations in APA format. A full copy of the APA style manual is also in the Folger Library.
- Use inclusive and person-first language and adherence to other rules related to writing. (Please refer to the MSW Program Guide).
- Be submitted electronically (unless otherwise noted). Accepted formats are .doc, .docx, .rtf, and .pdf only.
- Be delivered no later than the assigned due date and time. Late submissions may be eligible for partial credit.

Should an emergency arise making it impossible to participate in some aspect of the course, it is the student’s responsibility to notify the instructor, or assign a representative to notify the instructor, to request information/materials relating to work that will be missed.

It is expected that students will be familiar with and abide by the University of Maine academic policies (http://umaine.edu/summeruniversity/student-academic-information/ and http://umaine.edu/judicialaffairs/academic-integrity/academic-dishonest-policy/) and access relevant resources as needed. In this class there is zero tolerance for academic dishonesty and lack of personal integrity. In the event that academic misconduct occurs, the penalty will be consistent with university policy and at the instructor’s discretion.

Students requesting accommodations for a disability or special need should contact Disability Support Services (http://umaine.edu/disability/) as soon as possible. Every reasonable effort will be made to assure equal access for all students.

<table>
<thead>
<tr>
<th>Week starting</th>
<th>Topics / Reading &amp; Assignments Due</th>
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<td>Oppression, marginalization, cultural competency, ethnocentrism, cultural relativism</td>
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<td>Readings/assignments:</td>
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<td>- Schriver ch 1 &amp; 2</td>
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<td>- NASW Standards for Cultural Competence in Social Work Practice</td>
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<td>1/30</td>
<td>Why do humans marginalize and oppress?</td>
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1/30 Weekly discussion

2/6 Individual human development as it relates to/impacts collective behavior
ths Normal vs. abnormal
Identity and development
Readings/Assignments:
- Schriver ch 3
- Why Do People Bully?
- Humans Need Tribes
- Schools Exclude Students
- NIMBY (intro, conclusion, and two cases of your choosing)

2/6 Weekly discussion

2/13 Families in the environmental context
Family diversity
Domestic dysfunction and violence
Readings/Assignments:
- Schriver ch 6

2/13 Weekly discussion

2/20 Readings/Assignments:
- Written book analysis due 2/20 by noon
- Book analysis "presentations" (posted by noon on 2/22) and related discussion

2/20 Weekly discussion

2/27 Readings/Assignments:
- Book analysis "presentations" discussion (continued)

3/20 Reflections on mechanisms of marginalization and oppression
Which "isms" are more/less accepted?
Native Americans
Readings/Assignments:
- Review Wabanaki Truth and Reconciliation Commission website http://www.mainewabanakitrc.org
- Dakota 38 online at http://www.youtube.com/watch?v=1pX6FBSUyQI

3/20 Weekly discussion
### 3/27
What can we do to minimize or eliminate marginalization and oppression?

**Readings/assignments:**
- Genetics of Resiliency
- Anti-Oppressive Social Work
- **Weekly discussion**

### 4/3
Organizational theory
Social work practice with organizations
Organization dynamics, structure, and functions
Human behavior, diversity, and thinking in the organizational context

**Readings/assignments:**
- Schriver ch 8
- What Do We Mean by "Managing Diversity?"
- **Weekly discussion**

### 4/10
Group development, dynamics, structure, and functions
Human behavior, diversity, and thinking in the group context

**Readings/assignments:**
- Schriver ch 7
- **Organizational assignment due 4/10 by noon**
- **Weekly discussion**

### 4/17
Community development, dynamics, structure, and functions
Social work practice with communities
Human behavior, diversity, and thinking in the community context
Creation and perpetuation of social and economic (in)justice in communities

**Readings/assignments:**
- Schriver ch 9
- Watch Digital Exclusion = Social Exclusion? at [http://www.youtube.com/watch?v=LTrmIeZZ0Sw](http://www.youtube.com/watch?v=LTrmIeZZ0Sw)
- Watch Let’s Bridge the Digital Divide! at [http://www.ted.com/talks/aleph_molinari_let_s_bridge_the_digital_divide](http://www.ted.com/talks/aleph_molinari_let_s_bridge_the_digital_divide)
- **Weekly discussion**

### 4/24
Leadership

**In-class activity**

**Readings/assignments:**
- **Weekly discussion**

### 5/1
End of course acknowledgement (students’ choice)
Course evaluations

- **Community assignment due 5/1 by noon**

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### GRADING

| Assignment #1: Book Analysis | 20% |
| Assignment #2: Organizational Analysis | 25% |
| Assignment #3: Community Analysis | 25% |

**ASSIGNMENTS**

### Assignment #1 Book Analysis

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**SWK 650 Page 5**
Choose one book from the following list. Using the outline that appears in this document, craft a written analysis of your chosen book in the context of subject matter covered to date in class including, but not limited to relevant theory, human diversity, and how diversity may or may not lead to marginalization. This is an ANALYSIS and not a book report.

- Angelou, M. (1991) *I Know Why the Caged Bird Sings*
- Baldwin, J. (1952) *Go Tell It on the Mountain*
- Dog, Mary Crow (1990) *Lakota Woman*
- Fadiman, A. (1997) *The Spirit Catches You and You Fall Down*
- Fonseca, Isabel (1996) *Bury Me Standing: The Gypsies and Their Journey*
- Lee, H. (1960) *To Kill a Mockingbird*
- Lorde, Audre (1982) *Zami: A New Spelling of Her Name*
- Suskind, R. (2009) *A Hope in the Unseen*

A. Introduction: The introduction should inform the reader about the major thesis (theses) or theme(s) of the book related to course material. Additionally, note any of the author's apparent biases, ethnocentrism, or other preconceptions.

B. Support: Include a summary of the main thoughts of the book. This should give the reader a clear idea of the contents of the book as well as the manner in which the author attempted to prove his/her thesis.

C. Application: What wisdom does this book give to social workers? (The wisdom may come from highlighting positive and/or negative paradigms, beliefs, or behaviors).

D. Integration: How are the ideas (theories and practices) advanced in this book related to what we have learned to date and to the field of social work at large?

E. Critique: How well did the author prove his or her thesis? Does the evidence support each of his or her conclusions? Was it "stacked" unfairly in order to justify the author's apparent prejudices? Describe them in greater detail here, as well as the author's biases. Does/could this book have cultural value for readers related to course content?

F. Conclusion: Do you agree with the author's perspective? If not, why not? Briefly recount what is good about the book as well as what is bad in the context of social work. Would you recommend the book to others, especially social work students?

**Book Analysis Presentation**

Students will create and post a PowerPoint presentation briefly summarizing the book's content and then focusing on A-F above. The PowerPoint will be made public for the whole class to review. Half of these presentations will be the subject of discussion one week, and the other half the following week.

**Assignment #2 Organization Analysis**
Through this assignment students will demonstrate their understanding of an organizational theory and its application to human behavior in a social service agency. The paper must include the following content:

A. a thorough description of the organization including location and catchment area; mission; history; structure; service population; commitment to diversity, empowerment and social justice; and other pertinent information
B. a discussion of the theory and the rationale for its choice
C. an assessment of the organization in light of the chosen theory
D. an evaluation of the theory and its usefulness in assessing a social service organization

The paper is not to exceed ten double-spaced pages. Submit paper electronically in .doc, .docx, .rtf or .pdf format.

Assignment #3 Community Analysis Paper

The purpose of this assignment is to enable students to gain skills in the assessment of a community environment and its impact on individual, family, and social group functioning. This paper gives students an opportunity to demonstrate their ability to:

• locate the boundaries (physical and psychological) of a community
• locate significant formal and informal resources and services within a community
• understand the extent of the interrelationships among these boundaries and the impact on individual, family, social group, community, and organizational functioning

Resources:

• Local community fact books located at the town hall, local library, town web site
• Brochures from community mental health agencies, other major social service agencies, local public housing offices, elementary and high schools, private schools, offices of state representatives/senators, religious organizations, etc.
• Observations from your community tour (walking and riding)
• Two interviews with residents of the community
• Two interviews with professionals and/or store owners
• Local newspapers
• Community organizations
• Relevant readings from this course
• Others

In addition to applying concepts and theories learned in the course to date, please include as much of the following as possible:

A. description of the community, name, boundaries, demography, relationship to larger city system or other geographic entities
B. explanation of why this should be considered a community
C. description of environmental factors (natural and person-made), e.g. rivers, transportation infrastructure, community resources, economic resources, and informal helping networks
D. major population trends over the past ten years and the effect of these trends on the community viability
E. trends in the availability, effectiveness and efficiency of the resources in the community (e.g., how well does the school system work?)
F. trends in housing e.g. types of housing, location of housing in community
G. labor force and economic development trends
H. description and evaluation of health and welfare service systems (who are the major providers, what is their relationship to the community, how available and accessible are they to populations in need)
I. summarizing assessment of community strengths/weaknesses and opportunities/threats including, but not limited to issues of marginalization and oppression
J. appendices should include, but not be limited to: community maps identifying locations and service areas, zip code catchments, political boundaries, police and fire districts

The paper should not exceed ten double-spaced pages exclusive of appendices. Include a cover page, an executive summary, and a table of contents listing the major components of the paper and the items in the appendices. Submit paper electronically in .doc, .docx, .rtf or .pdf format.

Discussions

Participation is expected to be substantive. In other words, posting comments like “I agree,” “That’s great. I wish I would have thought of that,” or “What do you mean?” are not substantive.

A substantive posting is defined as participation that is rich, deep, and probing. It sometimes piggybacks on someone else’s comment, challenging or adding more. Sometimes it is a new idea or question. Substantive input adds depth to a discussion and carries its own weight. It demonstrates that the student is using critical thinking skills and values the advancement of knowledge for self and others.

A checklist for substantive postings includes these questions:

- Does the response add a new insight to ideas already offered?
- Does it challenge previous ideas and add appropriate counter-thought?
- Does it give a sense of the “ah-ha,” and encourage deeper thought?
- Does it take enough time to “wallow” in an idea and ask probing questions?
- Does it demonstrate that you have done appropriate reading on the topic?

Criteria for grading

- The first post for every discussion should exhibit a strong statement to address the main discussion question(s). The first post must be posted by Wednesday at midnight of the week assigned.
- This answer should incorporate a concise statement backed by readings from the class or another source, and it should stimulate further discussion.
- Examples should support theory when applicable.
- It should be approximately 250-300 words.
- Each student should reply to minimum of four other students’ initial posts per week (no later than Sunday midnight of the week assigned)
- Good answers address the post, are supported by readings or other facts, and challenge other participants to further explore the topic.
• Postings should cover much of the week (at least three days of participation should be noted)
• Every student is expected to monitor his/her initial post. This requires that students read and respond to all replies to their initial post.
• Responses are expected to be similar in caliber to the reply criteria outlined above.

WRITTEN WORK MUST BE THOROUGHLY PROOFREAD AND PROFESSIONAL.
Rubric for Written and Oral Assignments

The Superior Paper/Presentation (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs (or spoken segments) support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph (or spoken segment). Excellent integration of quoted material into sentences.

Analysis: Author/speaker clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think about the material.

Logic and argumentation: All ideas in the paper/presentation flow logically; the argument is identifiable, reasonable, and sound. Author/speaker anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction are excellent; correct use of punctuation and citation style; minimal or no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper/Presentation (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs (or spoken segments) without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.


Logic and evidence: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.
The Borderline Paper/Presentation (B-/C+)

Thesis: May be unclear (or contain many vague terms), appear unoriginal, or offer relatively little original thinking; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs (spoken segments) without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper/Presentation (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions are confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper/Presentation

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.
UNIVERSITY OF MAINE ACADEMIC INTEGRITY POLICY

Policy on Academic Dishonesty

Students of the University are expected to be honest and forthright in their academic endeavors. To falsify the result of one's research, to steal the words of another, or to cheat on an examination corrupts the essential process by which knowledge is advanced.

Such cheating and plagiarism are violations of the Student Conduct Code. Although disciplinary action under this Code is independent of the awarding of grades (an academic matter) and provisions of this Code cannot be used for changing awarded grades, an instructor who has probable cause or reason to believe that a student has cheated may act upon such evidence. The instructor may refer the case to the department chairperson, the academic dean, or the Judicial Officer for appropriate disciplinary action. The maximum possible sanction which may be imposed, and which will necessarily depend on the degree of seriousness of the case, is dismissal from the University.

Types of Academic Dishonesty

Cheating
Cheating is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered.

Academic Misconduct
Academic misconduct is the intentional violation of University policies by tampering with grades or involvement in obtaining or distributing any part of an unadministered test.

Fabrication
Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

Plagiarism
Plagiarism is the presentation of someone else's words, ideas, or data as one's own work. Proper citation and/or acknowledgment must be given to other's work.

SEXUAL DISCRIMINATION REPORTING

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:
For confidential resources on campus: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.
For confidential resources off campus: **Rape Response Services: 1-800-310-0000** or **Spruce Run: 1-800-863-9909**.

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: **Office of Sexual Assault & Violence Prevention: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040** or **911**. Or see the OSAVP website for a complete list of services at [http://www.umaine.edu/osavp/](http://www.umaine.edu/osavp/)