

Syllabus
SOCI 355 Human Behavior and the Social Environment
(3 credits)

COURSE DESCRIPTION

This course provides an overview of theories on various aspects of human behavior and the social environment. Students examine how various social influences—economics, religion, politics, and other social institutions—may influence individuals, families, groups, organizations, and communities. Students critically evaluate and apply these insights in assessing diverse clients and constituencies. *Prerequisite: SOCI 103 Introduction to Sociology. Special Consideration: SOCI 355 is a Writing Emphasis Course.*

REQUIRED TEXTS & RESOURCES

Kirst-Ashman, Karen K. and Hull, Jr., Grafton H. (2019) *Human Behavior in the Macro Social Environment: An Empowerment Approach to Understanding Communities, Organizations, and Groups*, Fifth Edition. USA: Cengage Learning.
ISBN: 978-1-305-38950-2

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.point.edu/bookstore.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Getting Started	Introduce Yourself Forum	Due Sunday
Week 1		

	Week 1: Introduction to Human Behavior in the Macro Social Environment/ Values & Principals that Guide Human Behavior in the Macro Social Environment	
	Reading: Ch. 1 & 2	N/A

	PowerPoints: Ch. 1 & 2	N/A
	Weekly Video: : Ecological Approach: https://www.youtube.com/watch?v=v0BbGIIJpe8	N/A
	Threaded Discussion: System Theory vs Ecological Perspective	Week 1, Day 5
	Application Activity: Ethical Decisions	Week 1, Day 7
	Critical Thinking: Personal and Professional Values	Week 1, Day 7
	Quiz: Ch. 1 & 2	Week 1, Day 7
Week 2		
	Week 2: Human Behavior in Groups: Theories and Dynamics/Types of Group in the Macro Social Environment	
	Reading: Ch. 3, 4	N/A
	PowerPoint: Ch. 3, 4	N/A
	Weekly Video: Person in Environment: https://www.youtube.com/watch?v=3aZL6S-yHE	N/A
	Threaded Discussion: Theoretical Debate	Week 2, Day 5
	Application Activity: Types of Groups	Week 2, Day 7
	Critical Thinking: Parent Involvement	Week 2, Day 7
	Quiz: Ch. 3, 4	Week 2, Day 7
Week 3		
	Week 3: Knowledge and Theories of Organizations/ Social Service Organizational Settings, Goals, and Environmental Contexts	
	Reading: Ch. 5, 6	N/A
	PowerPoints: Ch. 5, 6	N/A
	Weekly Video: Why the TANF program fails as a safety net for single mothers, other vulnerable Americans? https://www.youtube.com/watch?v=FDiXxAqSN8M	N/A
	Threaded Discussion: Organizational Theories	Week 3, Day 5
	Application Activities: Concepts to Theories	Week 3, Day 7
	Critical Thinking: Evaluating the Benefits of TANF	Week 3, Day 7
	Quiz: Ch. 5, 6	Week 3, Day 7
Week 4		
	Week 4: Organizational Structure and Dynamics/Human Behavior, Management, and Empowerment in Organizations	
	Reading: Ch. 7, 8	N/A
	PowerPoint: Ch. 7, 8	N/A
	Weekly Video: What is Social Services? https://www.youtube.com/watch?v=7qGY3QvDvDg	N/A
	Threaded Discussion: Internal Organizational Structures	Week 4, Day 5
	Application Activity: Service Sins	Week 4, Day 7
	Critical Thinking: Management Styles	Week 4, Day 7
	Quiz: Ch. 7, 8	Week 4, Day 7
Week 5		

	Week 5: Communities in the Macro Social Environment: Theories and Concepts/ Assessment of Geographic Communities and Empowerment	
	Reading: Ch. 9, 10	N/A
	PowerPoint: Ch. 9, 10	N/A
	Weekly Video: Putting Human Caring back into Social Service https://www.youtube.com/watch?v=SgguRmmHbgA	N/A
	Threaded Discussion: Community Theories	Week 5, Day 5
	Application Activity: Macro Practice Roles	Week 5, Day 7
	Critical Thinking – Person in Environment	Week 5, Day 7
	Quiz: Ch. 9, 10	Week 5, Day 7
Week 6		
	Week 6: Neighborhood Empowerment/ Diversity, Populations-at-Risk, and Empowerment in the Macro Social Environment	
	Reading: Ch. 11, 12	N/A
	PowerPoint: Ch. 11, 12	N/A
	Weekly Video: : Inspiring Social Change https://www.youtube.com/watch?v=-DtILpmsCcA	N/A
	Threaded Discussion: Types of Neighborhoods	Week 6, Day 5
	Application Activity: Responsiveness to People with Diverse Needs	Week 6, Day 7
	Critical Thinking: What Does Spirituality Mean to You?	Week 6, Day 7
	Quiz: Ch. 11, 12	Week 6, Day 7
Week 7		
	Week 7: Social Justice and the Global Community	
	Reading: Ch. 13	N/A
	PowerPoint: Ch. 13	N/A
	Weekly Video: We Can End Poverty... https://www.youtube.com/watch?v=vvlozhvQPJw	
	Threaded Discussion: Theoretical Function of Community	Week 7, Day 5
	Application Activity: Cultural Differences	Week 7, Day 7
	Critical Thinking: Assessing Feminist Principles on a Global Basis	Week 7, Day 7
	Quiz: Ch. 13	Week 7, Day 7
	Presentation Project w/Audio	Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Threaded Discussion (7/30)	210
Application Activities (7/40)	280
Critical Thinking (7/40)	280
Quizzes (7/50)	350
Presentation Project (1/180)	180
Total Points:	1465

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar.

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: Upon completion of this course students will be able articulate a knowledge of theories involving families, organizations and communities.		Program Objective(s)
	Objective 1.1: Students will identify and examine the role of social work and social systems in addressing human need.	1.1
	Objective 1.2: Students will explain basic tenets of world system theory and how it helps to inform understanding for social change on a large scale.	1.1
	Objective 1.3: Students will compare and contrast the theories of Social Institutions, Organizations and Communities.	1.1
	Objective 1.4: Students will integrate the dynamics theories that explain macro systems to addressing the impact of those systems on human behavior.	1.1, 1.2
	Objective 1.5: Students will distinguish between healthy and unhealthy patterns in the life, work and ethics in addressing human need on a large scale.	2.9
Goal 2: Upon completion of this course students will demonstrate and the basic skills and professional attitudes pertinent to the understanding of economics and political forces impinging on families, organizations and communities.		
	Objective 2.1: Students will demonstrate an integration of personal strengths and the application of professional standards and principles when addressing human behavior within the social environment.	2.1, 2.9
	Objective 2.2: Students will examine the interactions between macro systems and human need.	2.8

	Objective 2.3: Students will demonstrate critical thinking and writing skills that combine the theoretical understanding of macro systems with the theoretical understanding of human behavior to address human need on a large scale.	2.2, 2.9
	Objective 2.4: Students will assess the impact of the social environment on a specific human behavior and recommend changes within the social environment to meet the human need.	2.2, 2.3, 2.9
	Objective 2.5: Students will analyze and utilize scholarly research activities to investigate how large scale social systems have addressed human need historically and currently.	2.6, 2.9

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences. The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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