I. COURSE PURPOSE
This is the second course of a two-semester sequence on human behavior and the social environment. This course examines the development and operation of functional and dysfunctional systems that lie at the group, organizational, community and societal levels. Consistent with generalist practice, this course provides students with information on how systems in the environment behave. Mezzo and macro theories are addressed in this course, with an emphasis on conflict theory and the order perspective. Theories are explored in relationship to concepts consistent with generalist social work macro practice in the environment, including order/change; sociological/epidemiological problem definition, the search for the ideal community, population homogeneity/diversity, the rights and obligations of citizens/societies, conflict and healing between societal subgroups, and troubled relationships between individuals/families and societal organizations/institutions. Applications are made to contemporary social problems using classic and current readings to: provide content that enables students to recognize the dynamics of oppression and discrimination on all populations, with a special emphasis on diverse populations and populations-at-risk; prepare generalist practitioners to use theories of human behavior to enhance the well-being of groups, organizations, and communities; and challenge students to develop a deep commitment to the promotion of social and economic justice, including the elimination of poverty, discrimination, and oppression in the context of the tradition of Catholic social teachings, the mission of The Catholic University of America, and the value base of the social work profession.
II. EDUCATIONAL OBJECTIVES

1. Define problems in the social environment from two perspectives: order and conflict.

2. Articulate the dynamics of function and dysfunction as they apply to groups, organizations, communities and societies.

3. Analyze contemporary social problems that lie at the group, community, organization, and societal levels using macro theoretical frameworks of order and conflict.

4. Identify the dynamics of environments that place populations at-risk or at health.

5. Understand the environmental dynamics that create societal diversity or societal homogeneity; tolerance or intolerance.

6. Compare and contrast the environmental dynamics that create violence or peace.

7. Promote social and economic justice.

8. Appreciate the resources, assets, and strengths that lie within groups, organizations, communities and societies that benefit citizens and citizen groups.

9. Apply knowledge of the NASW Code of Ethics and social work values to understanding ethical dilemmas associated with social work practice in the environment.

10. Apply knowledge of how environments behave in order to solve or alleviate contemporary problems and prevent their recurrence or the occurrence of new problems.

11. Integrate knowledge from SSS 326, Diversity in a Multicultural Society, to build a framework for generalist practice that is respectful, knowledgeable, skillful, and nondiscriminating.

12. Build a knowledge base as a foundation for generalist social work practice with diverse religious and spiritual client populations.

13. Apply knowledge of macro theories and social justice theories during a service learning experience in the community.

14. To appreciate the importance of research in providing an empirical basis for theoretical knowledge.

III. COURSE REQUIREMENTS

A. Required Texts
ISBN: 0-205-30644-6

ISBN: 0-07-255523-8

Selected Readings from Social Work texts and journals on Macro Practice as assigned.

B. Recommended Texts


C. Other Recommended Resources and Media
   National Catholic School of Social Service [http://ncsss.cua.edu/](http://ncsss.cua.edu/)


D. Course Assignments
   Assignment 1: Exam 1: 2/25/10
   Assignment 2: Exam 2: Final Week
   Assignment 3: Student Presentation: As scheduled
   Assignment 4: Quizes (3): Unannounced
   Assignment 5: Service Learning: 10 Hours

E. Grading Policy
   Assignment 1: Exam 1 25%
   Assignment 2: Exam 2 25%
   Assignment 3: Presentation 15%
   Assignment 4: Quizes 15%
   Assignment 5: Service Learning 10%
   Attendance and Participation 10%

F. Course and Instructor Evaluation
   NCSSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at
http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

G. Attendance and Participation
Students are required to classes and are expected to participate meaningfully in class discussions. The grade for attendance and participation will be lowered by 5 points for each unexcused absence, unless the student notifies the instructor and requests an excused absence before the class. Excused absences will not be granted if the instructor is notified after the class. A consistent pattern of late arrival to class will also result in the grade for attendance and participation to be lowered by 5 points for each late arrival.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations
Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
## Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Order &amp; Conflict Perspectives – 1/12/10  &lt;br&gt; Eitzen &amp; Zinn: Chapter 3 Duality of Social Life</td>
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<tr>
<td>2</td>
<td>Order &amp; Conflict Perspectives – 1/14/10  &lt;br&gt; Robbins, Chatterjee, &amp; Canda: Chapter 3 (Reserve)</td>
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<tr>
<td>3</td>
<td>Sociological Perspective – 1/19/10  &lt;br&gt; Eitzen &amp; Zinn: Chapter 1 Sociological Perspective  &lt;br&gt; Ferguson: C. Wright Mills, The Promise, 1-7  &lt;br&gt; Gaines, Teenage Wasteland, 7-19</td>
</tr>
<tr>
<td>5</td>
<td>Social Control: Social Stratification – 1/26/10  &lt;br&gt; Eitzen &amp; Zinn: Chapter 9 Social Stratification  &lt;br&gt; Kozol: In Class: Selected Chapters from <em>Amazing Grace</em></td>
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<tr>
<td>6</td>
<td>Socialization: Personality as Social Product – 1/28/10  &lt;br&gt; Eitzen &amp; Zinn: Chapter 5 Socialization  &lt;br&gt; Ferguson: Lorber, Night to His Day, 96-107  &lt;br&gt; Granfield, Making it by Faking It, 123-134  &lt;br&gt; Dyer, Anybody’s Son Will Do, 135-147</td>
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<tr>
<td>7</td>
<td>Socialization: Communitarianism – 2/2/10  &lt;br&gt; Etzioni: Intro (1-15), Old Chestnuts &amp; New Spurs (16-34) (Reserve)  &lt;br&gt; Ferguson: Etzioni, Community Building, 665-672 (Copy)  &lt;br&gt; Lowney, Baring our Souls: TV Talk Shows and the Religion of Recovery, 530-539 (Copy)</td>
</tr>
</tbody>
</table>
9  Deviance: Gangs, Delinquency, Criminal Behavior – 2/9/10
   Ferguson: Boswell & Spade, Fraternities & Collegiate Rape Culture, 234-247
   Jankowski, Gang Business, 162-172

10  Culture, Symbolic Interaction & Role Theory – 2/11/10
   Eitzen & Zinn: Chapter 4 Culture
   Ferguson: Williams: Shopping as Symbolic Interaction, 172-183

11  Culture: Interactional Self, Multiculturalism – 2/16/10
   Ferguson: Glassner, Culture of Fear, 61-69

12  Social Groups: Leaders & Followers – 2/18/10
   Eitzen & Zinn: Chapter 2 Structure of Social Groups
   Zastrow: Chapter 3 (Reserve)
   Ferguson: Adler & Adler, Peer Power, Clique Dynamics, 147-162

   NO CLASS – 2/23/10 – Administrative Monday

13  Exam 1 – 2/25/10

14  Institutional Isms – Racism – 3/2/10
   Eitzen & Zinn: Chapter 11 Racial Inequality
   Ferguson: Bonilla-Silva: New Racism, 345-361
   LeDuff, At a Slaughterhouse, 361-371
   Kim, Out of Sorts, 371-384
   Anderson: The Cosmopolitan Canopy, 384-399

15  Institutional Isms – Classism – 3/4/10
   Eitzen & Zinn: Chapter 10 Class
   Ferguson: Domhoff, Who Rules America? The Corporate Community & the Upper Class, 257-270
   Ehrenreich, Nickel and Dimed, 282-295
   Shapiro, Hidden Cost of Being African American, 270-282

   NO CLASS – Spring Break – 3/9/10 & 3/11/10

16  Institutional Isms – Gender Inequality, Sexual Orientation – 3/16/10
   Eitzen & Zinn, Chapter 12 Gender Inequality
   Ferguson: Risman, Gender as Structure, 295-305
   Williams, Glass Escalator, Hidden Advantages for Men in the Female Professions, 342-352 (Copy)
   Lesko, Our Guys/Good Guys, 330-342
   Loe, Working at Bazooms, 330-345
   Young, Drinking like a guy, 314-330
17 Institutional Isms – Gender Inequality, Feminist Theory – 3/18/10
Dietz: Responding to Oppression and Abuse: A Feminist Challenge to Clinical Social Work (Reserve)

18 Families & Society – 3/23/10
Eitzen & Zinn: Chapter 15 Families
Ferguson: Cherlin, Deinstitutionalization of American Marriage, 589-601
   Crittenden, The Mommy Tax, 601-611
   Lareau, Invisible Inequality, 611-627
   Hochschild, The Time Bind, 489-499

19 Religion & Society/ Catholic Social Teachings – 3/25/10
Eitzen & Zinn: Chapter 17 Religion
   Dandaneau, Religion and Society, 506-516
   Shorto, Faith at Work, 516-527

20 Health & Society – 3/30/10
Ferguson: Klinenberg, Dying Alone, 534-547

NO CLASS – Holy Thursday – 4/1/10

21 Education & Society – 4/6/10
Eitzen & Zinn: Chapter 16 Education
Ferguson: Dog & Erdoes, Civilize Them with a Stick, 561-568
   Kozol, Still Separate, Still Unequal, 568-580
   Ferguson, Bad Boys, 580-589

22 Mental Health & Society – 4/8/10
Ferguson: Rosenhan, On Being Sane in Insane Places, 197-207
   Karp, Illness & Identity, 547-561
   Rubin, Sand Castles and Snakepits, 527-534

23 Incremental Change Theories – 4/13/10
Ritzer: Chapter 12 (Reserve)
Ferguson: Mills, The Power Elite, 399-406
   Clawson, Neustadtl, & Weller, Dollars and Votes, 406-420

24 Revolutionary Change Theories – 4/15/10
Eitzen & Zinn: Chapter 14 Power & Politics
Ferguson: Marx and Engels, Manifesto of the Communist Party, 468-474

25 Economic Theories – 4/20/10
Eitzen & Zinn: Chapter 13 The Economy
Ferguson: Leidner, Over the Counter, 474-489
   Mantsios, Media Magic, 433-441
26  Theories of Redistributive Social Justice & Social Work Values–
    4/22/10
    USCCB. Seven Key Themes of Catholic Social Teaching. Available at
    http://usccb.org/sdwp/projects/socialteaching/excerpt.htm
    NASW Code of Ethics

27  Social Movements that Change Social Structure – 4/27/10
    Eitzen & Zinn: Chapter 18 Human Agency
    Ferguson: Harper & Leicht, American Social Trends, 627-641
    Johnson, What Can We Do, 649-660

28  Application of Theories & Synopsis – 4/29/10