

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT T660A CORE COURSE SYLLABUS

COURSE DESCRIPTION (OVERVIEW AND RATIONALE)

The course adopts a developmental life course perspective (Elder, 1988) that situates the aging process within a socio-historical context. Individuals develop and age within a series of relationships that evolve across time both shaping and being shaped by the individual. This network of relationships is itself situated at a historical time and cultural location that have a reciprocal influence on the individual. This two-semester course provides the foundation knowledge for self reflective practice with individuals, families and groups in their interactions with environmental factors and social systems. The purpose of the course is to engage the student's "sociological imagination" about human behavior, deepening students' understanding of the impact of the environment on the individual generally and at various stages of the human life span. Within this context, individual level biological and social developmental tasks and processes are examined.

This course is conceived as an essential foundation for social work practice as it embodies the person in environment perspective. Although social work practice issues are not directly discussed in this course, students will be asked to examine assumptions about human development in order to understand better typical and atypical social participation. To this end, broad concepts such as race and ethnicity are examined as are concepts of clienthood, diagnosis, and the political process.

The course is conceived as a single unit, divided by semesters. In both semesters attention is devoted to a critical analysis of concepts that underlie assumptions of normality, deviance, and the activities of citizenship. Similarly, in both semesters, there will be analysis of theories of human behavior and development. Semester I will cover the life stages of childhood and adolescence offering an examination of these stages as socio-historical and cultural phenomena and the individual level developmental processes. Semester II will begin with an examination of concepts and theories. Specific attention is paid to the experience of immigration and acculturation as life course processes. Students will examine the life stages of adulthood and aging as social, historical, and cultural constructs in addition to addressing micro level processes that shape these age periods.

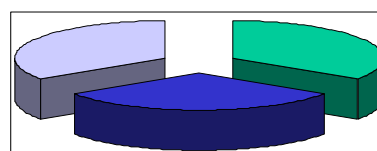
In addition to course assignments, all students are required to pass a mandatory examination on key concepts and theories relevant to human development. This examination ensures basic competency across all students with regards to vocabulary and theories. Students are permitted to take the examination as many times as required to pass as it's purpose is to ensure that all students have mastered basic content rather than on evaluating performance. Finally, all students will be required to attend a total of 2 lectures outside of the classroom to be arranged by the instructor. The lectures will be given by social work practitioners whose work illustrates the application of classroom material to social work practice.

COURSE OBJECTIVES

By the end of the year-long course, students will:

Other Required Readings: Austrian's

Core Elements of the HBSE Course



- Proficiency Exam
- HBSE Lecture Series
- Developmental Life Course Framework

- To demonstrate their knowledge of traditional theories of human development by discussing the tenets of these theories and applying relevant theories to a client case (to be evaluated by the passing the proficiency exam)
- To analyze the ways the social, political, historical, cultural, biological, and economic factors shape and influence human behavior and developmental trajectories. (to be evaluated through completion of the weekly reading assignments in their varied forms)
- To demonstrate critical thinking by integrating course material and current research with material pertaining to a case or contemporary social problem (to be evaluated through the case/social problem analysis paper)
- To identify similarities and differences between the social environments of the U.S. and other countries and discuss their implications (to be evaluated through the hbse lecture assignment and completion of the weekly reading assignment)
- To illustrate their knowledge of a range of issues impacting the developmental trajectories by discussing research findings relevant to the topic (to be evaluated through the research assignment typically assigned in B)

COURSE THEMES

Developmental life course

The Developmental Life Course perspective provides an important organizing framework for this course. With this perspective, individual lifespan development is situated in the social, political, and historical context within which it occurs. Emphasis is placed on the timing of events and aspects of human agency. It is the essential starting point from which we will begin to examine notions of human development.

Analysis of concepts underlying human development (e.g., nature versus nurture, childhood, work)

The year-long sequence in Human Behavior and the Social Environment is designed to challenge students to hone their skills in creative and critical thinking. Toward this end, students will be required to examine critically current and provocative literature in ways that are deeper and nuanced, and that reflect sensitive awareness and serious thought in entertaining, and even struggling with, multiple and perhaps conflicting perspectives. In class discussion and written assignments, it will not be sufficient to state simply that you do not agree with an author's perspective. Rather, students will be expected to articulate why a different perspective is more compelling, and then to identify weaknesses or limitations even in their own perspective. Moreover, students should endeavor to think creatively and critically about applying knowledge from this course in their work with clients and to other areas of the curriculum, including courses in direct practice, policy, and advocacy. Conversely, students should also endeavor to integrate material from field placement and other areas of the curriculum into this course. Class discussions will provide a forum for students to stimulate and respectfully challenge each other in broadening and sharpening their thinking, in tolerating ambiguity and respecting diverse views, and in processing intuitions and emotional reactions, which are not always easy to articulate.

The impact of inequality across the life course: The course will critically examine the issue of inequality across the life cycle. A historical analysis will be offered that will bring into focus the

causes and effects of inequality in the economic, social and the international political arena. The consequences of inequality at various stages of the life cycle from early childhood through later stages of adulthood will be connected to discussions of risks and resilience, health and mental illness.

Risk and resilience across the life course:

Issues of risk and resilience and the protective factors that serve to mitigate factors of risk are multifaceted and influenced by both natural and nurturant factors. Occurring throughout the life course, resilience implies the active process of grappling with conditions of risk in order to achieve a new sense of equilibrium and continue along developmental life trajectories. It is important to develop critical awareness of the themes in people's lives that make them particularly vulnerable to risk and, conversely, the biopsychosocial supports that enable individuals to successfully navigate personal or societal challenges.

The impact of immigration across the life course

The migration and adaptation process is a profound process across the life course. It affects individual and family development. Immigrants are disproportionately represented among the economically disadvantaged, have smaller support networks, and face a myriad of tasks related to adjustment to a new environment. The political, cultural, economic, and/or social conditions that compel or force an individual across national borders are an important beginning place to understanding the migration process. Examining issues of labor, human rights, and citizenship are critical to understanding the immigrant experience.

REQUIRED TEXTS

The course will rely primarily on recent scholarly articles and book chapters. Students may wish to purchase a graduate level Human Behavior and the Social Environment textbook for their own professional library. Although the classes will not use a textbook, they are useful resources.

During the first semester of this year long course (T660A), all students are required to read 2 texts:

Austrian, S. G. (Ed.) (2002). *Developmental theories through the life cycle*. New York, NY: Columbia University Press. (This text is the foundation of the proficiency exam)

Fadiman, A. (1997). *The spirit catches you and you fall down: a Hmong child, her American doctors, and the collision of two cultures* New York, NY: Farrar, Straus, and Giroux (This text will be the foundation of a series of discussions within 660A)

For the second semester of the course (T660B), all students are required to read:

LeBlanc, A. N. (2004). *Random family: Love, drugs, trouble and coming of age in the Bronx*. New York: Simon & Schuster. (This text will be the foundation of a series of discussions within 660B)

THE PROFICIENCY EXAM

All students are required to pass a proficiency exam addressing core concepts of human development and of the context within which it occurs. A set of study questions are available to students to help to prepare. The exam will focus on definitions of concepts, fundamental elements of structural theories and theories of the individual that have bearing on human development. The set of 10 versions of the proficiency exam will be available online. Each will consist of 40 questions. Students must score 90% or higher on any version of the exam to pass. Students may take the exam as many times as necessary. The exam may be taken at any locations of the students choosing once the student has filed an agreement to the conditions of the exam. There is no penalty for taking the exam multiple times. All students must pass the exam by the end of the semester in which the exam

is taken. It is the assumption of the instructors that students will take responsibility for learning this material on their own. No class time will be devoted to covering material on the test although individual appointments with the instructor and/or class facilitators may be made.

ASSIGNMENTS: OVERVIEW FOR INSTRUCTORS

There are 4 types of large assignments that are utilized in this year long course: (a) weekly reading assignments, (b) an assignment related to each of the HBSE lectures, (c) an assignment requiring the application of the developmental life course perspective to a real or fictitious client situation or analysis of a social problem, (d) an assignment that requires the student to demonstrate mastery with the scholarly literature related to an issue of human development. Instructors may use additional assignments to facilitate integration of material from the Fadiman's *The Spirit Catches You*.

All instructors will "incentivize" the reading assignments. Some of us will do this by awarding some portion of the grade to the readings by

- a. Using weekly reading comments
- b. Using weekly reading logs
- c. Asking students to keep some sort of documentation of their reading to be handed in 2 times during the semester

Others of us will do this by not assigning a portion of the grade but by using social expectations for performance.

There are 2 other 'mandatory' assignments.

- o In semester 1, the instructor must have 1 assignment related to the HBSE lecture and one assignment related to a case/social problem analysis (see below).
- o In semester 2, the instructor must have 1 assignment related to the 2nd HBSE lecture and a research based assignment (e.g., a literature review, annotated bibliography)
- o By keeping the case analysis assignment in semester 1 and the research assignment in semester 2, instructors avoid duplicating the "big" assignment across semesters. Also, students who switch sections mid year will not replicate assignments

READING ASSIGNMENTS

To ensure that this course upholds the standards of academic rigor expected of CUSSW courses, it is expected that all students will complete the weekly assigned readings prior to class. To this end, all instructors will provide an incentive (e.g., a grade or social incentive) to ensure that this reading is done.

OPTION 1 Weekly Comment on Readings

You are to generate 3 questions/comments re: each week's readings that demonstrate a serious grappling with the material. Ideally, you will raise these questions and comments in class discussions to deepen your own and others' understanding of the concepts covered. Questions/comments must be typed and will be collected at the end of each class.

OPTION 2 Weekly Reading logs

Every week, each student will hand in a summary and critical response to all assigned readings. The summary should be about 2 pages in length. I will not accept the summary if it contains a quote or I

judge it to be a "close" paraphrase. Do not comment on the author's style or methodological aspects of the research. Focus on substantive content. In your own words, describe what the article addresses.

You must include a critical response to the article. In this critical response you should bring in additional information which can include information about the developmental tasks of this age group and/or social policies that affect this age group and/or other research that is relevant. The response should address what about the information is useful and WHY. Simply stating that something is interesting is not acceptable. For each article, make sure you include the APA-style reference. When grading I will be considering (a) APA-style reference, (b) does the summary clearly and accurately present core content, (d) does the critical response demonstrate insight into the applicability of the information, (e) was the summary handed in on time.

I am grading the quality of substantive content, contribution of critical thinking, APA references, and overall writing quality. If your grades over the last semester were often reduced because of writing, please consider using the writing center at CUSSW or making an arrangement with a friend with editorial skills to read over your paper before handing it in.

OPTION 3 Logs (Completed weekly, handed in midterm)

Each student will select a topic of interest no later than DATE and will submit a four page paper on DATE. The goal of this paper is to analyze the multiplicity of factors that affect child development for a specific population utilizing research, theory and other resources. The log provides a format in which you can integrate your weekly reading assignments and HBSE classroom learning with your observations and personal experiences/field placement/job. In addition, you will use it to gather information and reflect on the topic you select for your midterm paper. Logs must also include newspaper clippings and may include photographs, fiction and nonfiction, literature related to the content and anything else you consider relevant to the integration of your social work scholarship and practice. The connection between the assigned readings, classroom learning, and your TOPIC should be clearly articulated within the log. Remember, these are not summaries of the readings but rather an opportunity to critically reflect and analyze what you are learning. Before each entry in the log, cite the source in APA format. You will submit the log with your midterm and will not need to use formal citations in the paper. The log may be written in an informal style, but the paper must be a formal, professional document in which you distill the knowledge you have accrued.

OPTION 4: Small group (3-4) discussions that require students to participate in a meaningful way

ASSIGNMENT RELATED TO LECTURE SERIES TO BE DEVELOPED BY INDIVIDUAL INSTRUCTORS

ASSIGNMENT REQUIRING APPLICATION OF MATERIAL TO A "CASE"

Regardless of which option an instructor uses please ensure that students are asked to pay attention to themes of life course development, power & oppression, and/or cultural bound behavior, values, and/or attitudes (as elucidated in The Spirit Catches You")

- Selecting a "case"
- The literature review
- The case integration paper

The purpose of the case analysis is to give students practice thinking and writing about large social forces and systems that impact a client's life. Because it is a large assignment, we have broken it down into three parts.

Beginning – Select a case (NOT graded but mandatory)

You are to identify a child or adolescent or family with young children or adolescents who is known or was known to you upon which you will base your assignment.

Criteria 1

This child or adolescent should be well known to you. He or she can be a present or past client but does not need to be. He/she can be a current acquaintance, a relative or a friend from the past. It is critical that you know or knew details about this person's life. You will not be able to do the assignment if you do not/did not know this person well.

Criteria 2

This child or adolescent or family with children and/or adolescents should identify as a member of a group that has experience prejudice and discrimination based on, for example, SES, health status, immigration status, race, ethnicity, psychiatric history, gender, sexual orientation, sexual identity, religious affiliation, or ability.

Criteria 3

This child or adolescent or family with children and/or adolescents should have or have had a clear interaction with a large system such as the medical system, the school system, the penal system, the foster care system, the "welfare" system, social service system, psychiatric service system, the housing system. The assignment is most easily done if the nature of the relationship with the system is either notably problematic or notably helpful.

Example: I had a friend in high school from a "working poor" family who was diagnosed with endometriosis at age 17. She had a series of operations and spent much of her time after graduating ill.

- "L" would make a suitable choice for this assignment because (a) she was an adolescent who was well known to me, (b) she identified as a member of a low SES group (c) she had a clear set of interactions with the medical system

Example: I once worked in an adolescent girl's lock up facility and had a client, "S", a 14 year old African American girl, who resided there.

- "S" makes a suitable choice for this assignment because (a) she was an adolescent well known to me and (b) she identified as a member of a group that has experienced racism, and (c) she had an on-going relationship with the social service system

Example: I have a 12-year old relative, "K" who has Asperger's syndrome. While he is a happy and achieving young person, his family had to fight the school system to get him a placement where he will be educated and valued. Having a brother with a disability impacts the other children in the family. Now that "K" is in a school for children with Asperger's, he is excelling.

- “K” and “K”’s family are a suitable choice for this assignment because (a) he is a young adolescent well known to me and (b) the family is impacted by the K’s experiences of discrimination (c) the family has an on-going relationship with the educational system

Selecting a Case: Frequently Asked Questions or Encountered Problems

1. *I work with the elderly/adults. Can I do my assignment on an adult?*
NO. Pick a child/adolescent currently known to you or that you once knew
2. *I don’t know and have never known any children/adolescents. Can I do the assignment on an adult?*
NO. In these rare cases, we will ask you to focus your paper on Lia Lee from the Spirit Catches You.
3. *I have known children and adolescents in the past but I rather do the assignment on Lia Lee. Do I have to choose someone I know or knew?*
NO. You can focus on Lia Lee if you prefer.
4. *I have known children and adolescents in the past but I rather do the assignment on an individual from a Jonathon Kozol book. Can I use a book other than the Spirit Catches You?*
YES.

Will you give me suggestions about what other book I could use?
NO.
5. *There was an interesting boy who went to my school who had much involvement with the police. I didn’t know him or his family very well but I know his situation was interesting. Can I do the assignment on him?*
PROBABLY NOT. You have to have knowledge about his interaction with the judicial system and the ways that the system altered his developmental trajectory. If you do not have detailed information about this person and their choices, opportunities, preferences, and behavior then the assignment will be too hard to complete.

YOUR TASK: By Xdate, decide upon whom you will base this assignment. Electronically submit to the instructor one paragraph similar to the brief descriptions above. In this paragraph, you should identify:

- a. The age of the person
- b. How the person is known to you
- c. With what system they have interacted or are interacting
- d. Confirmation that you know this person well enough on which to base the next two assignments

The Literature Review 30%

The purpose of this phase of the assignment is to equip yourself with information about how a given system works or does not work. This literature review is the basis upon which you will critically examine this child’s/adolescent’s/family’s opportunities, choices, preferences, and behaviors. Your literature review should be focused on the institutional system with which the individual/family interacts. You should choose approximately

Other Required Readings: Austrian’s Developmental Theories and Fadiman’s *The Spirit Catches You and You Fall Down*.
Proficiency Exam and Practice tests available on-line
Next semester: LeBlanc’s *Random Family*

- 4-5 of the 8-10 required readings on the system itself. This could include articles, monographs, or scholarly book chapters on the history of the system, organizational practices, funding issues, or current concerns. **Make sure you AVOID intervention articles**
- 4-5 of the 10 required readings should be on prejudicial practices related to your case. For example, if your 'case' is an individual or family who has experienced prejudice due to his/their race, then you will find 4-5 readings addressing racism. If your 'case' is an individual or family who has experienced prejudice due to his/their ability status, then you will find 4 readings addressing ableism. If your 'case' is an individual or family who has experienced prejudice due to his/their sexual orientation, then you will find 4-5 readings addressing heterosexism and/or homophobia. **Make sure you AVOID intervention articles**

YOUR TASK: After finding these readings, you must read them and write a **10-page paper** on their content. You will likely break this review into 2 sections designated with appropriate headings such as The School System and Homophobia in the School System (for example). Within each section, you will provide the reader with a summary of the themes and important findings across the reading you chose. What you will produce is more than a series of weekly reading summaries. In fact, DO NOT summarize each article one by one. Give the reader an overview of the key issues and cite appropriately. The following passage is an abstract of a review article. In this article, 33 articles/book chapters were reviewed on the topic heterosexual issues in HIV prevention. We have added some of our thoughts in red.

Example:

A review of published focus group studies focusing on HIV prevention issues among heterosexual adults was undertaken. A total of 33 studies between 1980-1998 that met specified inclusion criteria were identified [*You do not have "inclusion criteria as such so do not worry about that sentence"*]. The studies fell into three main population groups: college students, drug using adults, and low-income adults. A summary of individual study findings and common themes across the studies within each population group is presented. Overall, there have been relatively few studies completed with heterosexual adult men or Asian and American Indian communities [*note: nowhere in the 33 studies did it say, "no heterosexual men, Asians, or American Indians were involved" This is an observation by the author about what WASN'T there*]. Findings suggest that although most individuals can identify accurately HIV transmission vectors, they also endorse a great deal of misinformation [*this is an observation the author made after reading all 33 articles, he/she realized that there was a pattern; most of the samples of adults knew how people got AIDS but they also believed many myths*]. The demonstration of trust within an intimate relationship was identified as the most consistent barrier to condom use and in depth discussion of sexual behavior between partners. For women who are contemplating pregnancy, there is considerable confusion regarding how to integrate HIV risk reduction methods into their sexual behavior. Finally, there was a notable lack of focus group research addressing the relationship between partner violence and negotiating condom use. [*These last 3 sentences are patterns in the findings that the author observed*]

Literature Review: Frequently Asked Questions or Encountered Problems

1. *Do I have to find 4 or 6 readings?*
Use your best judgment. We want a minimum of 4 and a maximum of 6 for each section.
2. *What kind of readings should I get?*
We want you to use serious scholarly pieces, that is, you cannot use magazines or newspapers. Please read magazine and newspaper articles for your own edification but you cannot submit them as part of your assignment. In most cases, you will be using scholarly articles and book chapters. You may use reports from major governmental institutions like the National Institute on Health, the CDC, the UN. You must use “recent” sources, that is, publications from the last 10 years.
3. *Can I write up information I find on an informative web-site?*
The answer is almost always NO. Please review the web-site for your own edification but you almost never will be allowed to use the web-site as the source. Web-sites are usually the “sound bite” method of presenting information that exists in more detailed and typically better documented form in writing somewhere else. For example, rather than use the UN web-site, read the UN report. You should access governmental web-sites. Examine their publications and use those.
4. *How do I find information about prejudicial practices or about systems?*
You will be expected to conduct many electronic searches for this information. A secondary learning objective of these assignments is to ensure that you are proficient with scholarly databases. We expect you to use ProQuest Direct but DO NOT restrict yourself to this database alone. Use Sociology Abstracts, Anthropology Abstracts, the Law and Legislation databases. Be a detective and like Hercule Poirot, use the little grey cells to figure out where the information you want may be. You likely will not find psychologically-oriented databases like PsycInfo to be as helpful as more sociologically-oriented ones.
5. *When should I start this assignment?*
Right now! It will take longer than you think to find those 10 readings. Take a minute right now and estimate how long you think it will take you to do these searches. Now add 2 weeks. You may need to order materials from Interlibrary Loan. You may need to go to the Law library and make photocopies. It will take longer than you think.
6. *I'm anxious that I won't be able to find anything? Can I make an appointment to get help?*
Of course one of us will be willing to help. BUT, you cannot come to an appointment with one of us empty handed. We are interested in joining you in a collegial conversation, we are not interested in doing the work for you. If you make an appointment for help, we will expect you to bring the searches that you have done, materials that you have available, evidence that you looked on more databases than just ProQuest Direct.
7. *If another student and I are both writing about the same system, can we work together?*
Of course! Use the discussion board to identify others writing about a particular system. While the 10-page paper must be your own work, the research can be done

with another and most certainly discussed with others. Use your classroom colleagues for their feedback and expertise.

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The Case Integration Paper

This paper brings together (a) “case” material, (b) scholarly knowledge developed from the literature review, and (c) critical thinking to produce a paper that examines the intersection of an child, adolescent, and/or his/her family and a social system that impacts the developmental trajectory. Similar to what Fadiman did in *The Spirit Catches You*, you will take the reader through a brief ethnographic-like examination of the life course of the individual you chose. You are answering the question, “How did this system impact their development?” The answer to this question will never be a simple one nor do we want it answered in a brief, unexamined way. By the end of the paper, the reader should be able to identify the ways that this individual’s life course has been impacted by their interaction with the system.

You are answering the question, “How did this system impact their development?”

To understand the impact of the system on the life course of the individual, we will need to know the following:

1. A description of who this individual is in terms of age, gender, race, ethnicity, religion, family constellation, and other significant events in the person’s life. Describe how you know the person and for how long. Describe the person’s physical appearance, how he/she presents himself/herself, and any general, relevant impressions about the person.
2. A description of the area that you are studying (take us visually where you were). What is the physical environment in which this individual resides. Include developmental aspects, social systems, neighborhoods, types of involvement with any other systems.
3. About the system that you are discussing, integrate the required readings and your literature review to tell us something substantive about the system and how it works and doesn’t work.
4. Describe how the individual interacts with the system and his/her environment. How does the system and the environment influence their behavior? What is different before and after the system became involved OR in what way has the system changed the individual?

5. Organize the information you garnered for your review in terms of other cultural factors, environmental concerns, governmental policies, environmental issues and their impact on the individual.
6. Begin your conclusion with how this ethnographic-like assignment has contributed to your understanding of the importance of a life course perspective.
7. Finish with the implications of your study for social work practice.

Be specific. Be concise. The paper should be a maximum of 10 pages plus references and double-spaced. You must use an 11 or 12-point font and 1 inch margins. Your references should include at least 10 sources. Use the APA style for citing and referencing.

Case Integration Paper: Frequently Asked Questions or Encountered Problems

1. *Can I go over 10 pages?*

NO. Stick with the page limits. You have 10 pages PLUS references

2. *How should I organize the paper?*

This will be decided by you alone. There are no rules about organization. You should use HEADINGS to organize your paper. The paper must be more than a chronology of events. It should be written from the perspective of an analysis not just a recounting. Look at the Spirit Catches You. This is of course, a much lengthier, more in-depth examination but Fadiman tells us about Lia, her family, the area in which they live, the circumstance that brought Lia and the doctors together, what each side was thinking, how their assumptions guided their behavior, the areas of conflict and congruence, and the outcomes of the interaction. Through this we learned about Hmong culture, medical beliefs, and immigration history. You are writing a very mini version of a similarly style document. Take the reader on a tour – teach the reader about the issues, tell the reader about this individual's life course and about the important interactions with the system.

3. *How can I work with others on this assignment?*

Use that discussion board, form work groups particularly if you are a procrastinator. If you having trouble figuring out how the system impacted the individual's life course, talk to your classroom colleagues, listen to their ideas.

A Nice Touch!

Think about what this class is about. This assignment is about applying the life course perspective to an individual's story. You want to make sure you use the conceptual terms of the life course – use that professional vocabulary you've been developing all semester! We've focused on the larger environment in terms of culture, location, and identity status and the ways that these forces impact the developmental trajectory. Make sure your focus stays on the impact of larger environment (meaning, larger than just the family) on the developmental trajectory of the individual

Weekly Outline

All films will be shown outside of class time. The HBSE area will arrange screenings of mandatory films for all HBSE sections between 12pm-1pm on the Tuesday, Wednesday, and Thursday of the week of the corresponding topic

- **Topic 1 The Developmental Life Course Model**

Crosnoe, R., & Elder Jr, G. H. (2002). Successful adaptation in the later years: A life course approach to aging. *Social Psychology Quarterly*, 65(4), 309-328. [Available Online](#)

Elder, G. H. (1994). Time, human agency, and social change: Perspectives on the life course. *Social Psychology Quarterly*, 57(1), 4-15. [Available as E-Reserve](#)

Gitterman, A. (1996). Advances in the Life Model of social work practice. In F. J. Turner (Ed.), *Social work treatment* (4th ed.) (pp. 389-408). New York, NY: Free Press [Available as E-Reserve](#)

- **Topic 2 Person and Environment**

Bener, A., Abdulrazzaq, M., Al-Mutawwa, J., & Debus, P. (1996). Genetic and environment factors associated with asthma. *Human Biology*, 68(3), 405-414. [Available on-line](#)

Martin, J. (1999). The social and the political. In F. Ashe, A. Finlayson, M. Lloyd et al. (Eds.). *Contemporary social and political theory: an introduction*. (pp. 155-177). Buckingham: Open University Press [Available as E-Reserve](#)

Rutter, M. (2002). The interplay of nature, nurture, and developmental influences: The challenge ahead for mental health. *Archives of General Psychiatry*, 59(11), 996-1000. [Available on-line](#)

Schell, L. M., Czerwinski, S. A. (1998). Environmental health, social inequality, and biological differences. In S. S. Strickland & P. S. Shetty (Eds.), *Society for the study of human biology series: Human biology and social inequality*. Cambridge, UK: Cambridge University Press [Available as E-Reserve](#)

Shonkoff, J. & Phillips, D. (Eds.). (2000). Rethinking nature and nurture. In *From neurons to neighborhoods: the science of early childhood development* (pp.39-56). Washington, D.C.: National Academy Press [Available as E-Reserve](#)

- **Topic 3 The Brain and Body**

FILMS: THE EQ (EMOTIONAL CURRICULUM)

Burt, J. W. (1995) Distant Thunder: Drumming with Vietnam Veterans. *Music Therapy Perspectives* 13, 110-112. [Available as E-Reserve](#)

Searle, J. R. (2001). Free will as a problem in neurobiology. *Philosophy*, 76(298), 491 [Can be made into E-Reserve if interested](#)

Shonkoff, J. P., & Phillips, D. A. (Eds.) (2000). The developing brain. In *Neurons to neighborhoods: The science of early childhood development* (pp.182- Washington, D.C.: National Academy Press. [Available as E-Reserve](#)

Slotoroff, C. (1994) Drumming techniques for assertiveness and anger management in the short term psychiatric setting for adult and adolescent survivors of trauma. *Music Therapy Perspectives* 12, 111-116. [Available as E-Reserve](#)

Watling, C. P. The arts, emotion, and current research in neuroscience. *Mosaic : a Journal for the Interdisciplinary Study of Literature*, 31(1), 107-124. [Available on-line](#)

Watson, D. M. (2002). Drumming and improvisation with adult male sexual offenders. *Music Therapy Perspectives* 20, 105-111. [Available as E-Reserve](#)

Winkelman, M. (2003). Complementary therapy for addiction: "Drumming out drugs". *American Journal of Public Health*, 93(4), 647-651. [Available on-line](#)

- **Topic 4 Race/Ethnicity**

FILMS: BARBIQUERA
COLOR OF FEAR

Alvarez, R. M., & Bedolla, L.G. (2004). The revolution against affirmative action in California: Racism, economics, and proposition 209. *State Politics & Policy Quarterly*, 4(1), 1-16. [Available on-line](#)

Barndt, J. (1991). Dismantling racism. The continuing challenge to white America. Minneapolis, MN: Augsburg. Chapter 2: Institutional Racism. [Available as E-Reserve](#)

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