

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year: Spring 2016****Course Title: Human Behavior in Macro Environments****Course Prefix/Number/Section:** SOCW 6342**Instructor Name: Rebecca L. Hegar****Office Number: 112-D****Phone Number: 817-272-3181****Email Address: rhegar@uta.edu****Office Hours: Monday 4:30-5:30 p.m. by appointment****Day and Time (if applicable): Monday, 5:30-8:20****Location (Building/Classroom Number): SWCA** **Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.****Blackboard:** [**https://elearn.uta.edu/webapps/login/**](https://elearn.uta.edu/webapps/login/) |

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

Offers advanced students the opportunity to study people's behavior within large and complex social settings including: natural helping networks and ontological communities, organizations and bureaucracies, and social and political movements. Meets the advanced Human Behavior requirement for students pursuing the Community and Administrative Practice (CAP) specialization. Prerequisite: SOCW 5301 and SOCW 5317 or advanced standing status.

**B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:**

**Community and Administrative Practice (CAP) Concentration**

**Educational Policy 2.1.2**—**Apply social work ethical principles to guide professional practice.**

1. Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.

**Educational Policy 2.1.3**—**Apply critical thinking to inform and communicate professional judgments.**

1. Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.

**Educational Policy 2.1.4**—**Engage diversity and difference in practice.**

1. Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.

**Educational Policy 2.1.5**—**Advance human rights and social and economic justice.**

1. Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.

**Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.**

1. Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.
2. Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.

**Student Learning Outcomes**

1. Apply human behavior theories in larger social settings, including organizations, communities, and social movements.

2. Explore how theory, evidence, and values, including social justice, interact to inform professional understanding of human behavior in larger social settings.

3. Analyze both pro-social human behavior (e.g. voluntarism, altruism) and anti-social human behavior (e.g. violence, hate crimes, mob action) in the macro environment from the perspectives of theories and evidence-informed scholarship.

4. Critique the ability of organizational theories to explain dynamics observed in human service organizations.

5. Apply theories of change and power to the dynamics observed in geographical and non-geographical communities.

**C. *Required* Text(s) and Other Course Materials:**

Johnson, M. M., & Rhodes, R. (2015). *Human behavior and the larger social environment:*

*Context for social work practice and advocacy (3rd ed.)*. Chicago, IL: Lyceum.

Robbins, S.P., Chatterjee, P, & Canda, E. R. (2012). *Contemporary human behavior theory: A*

*critical perspective for social work,* 3rd ed. Boston: Allyn and Bacon.

 Many readings for this course are available on Blackboard.

**D. Additional *Recommended* Text(s) and Other Course Materials:**

See BlackBoard

**E. Major Course Assignments & Examinations:**

**Reading Reaction Papers [addresses student learning outcomes 1 and CAP practice Behavior 2.1.7 (1)(2)].** Students individually choose 5 weeks in which to submit reaction papers for that week’s assigned readings (due at the beginning of class the day readings are to be completed; late papers not accepted). Emphasis should be on connections among course readings for the week and between those readings and course-relevant issues of interest to the student, such as the student’s paper topic or current events. 600 words each, various due dates (see meeting schedule below), no reference list or outside sources required. Do reference outside materials, if cited.

**Paper Proposal [addresses student learning outcome 1 and CAP practice Behavior 2.1.7 (1)(2)].** This short assignment is due early in the course and has three purposes: To get students started on their major papers early; to give me a chance to comment on, offer direction to, and approve the paper topics; and to practice a skill needed and used by social workers who wish to speak at professional conferences (writing a proposal or abstract of a paper). Proposals give an overview of the topic of the final paper, including specific human behavior theories to be used. Proposals should be 600 words, excluding a required, preliminary list of references and sources that the student has identified.

**Final Paper [addresses student learning outcomes 1-5 and CAP Practice Behaviors: 2.1.2 (1); 2.1.3 (1); 2.1.4 (1); 2.1.5 (1); 2.1.7 (1)(2)]** Students in this advanced seminar have considerable latitude in choosing their final paper topics. Several possibilities are mentioned below. All papers should be 10-12 pages in length (typed in 12-point and double-spaced), plus the required reference list. All papers should make extensive use of the course readings, and most will incorporate other sources as well. Some possible paper topics include:

A paper integrating human behavior theory into an analysis of a social service organization, membership organization, or advocacy organization (e.g. on what understandings of human behavior does the International Red Cross rely? The NAACP? The National Organization for Women)?

A paper that uses human behavior theory to explore the dynamics of a form of social exclusion or prejudice, such as religious persecution, gay bashing or other hate crimes, gang rape or crimes against women during warfare, physical mutilation of women or others as a cultural practice, or any similar, specific manifestation.

A paper that applies human behavior theory to the development and leadership of any social movement, such as the 1st or later feminist movements, the environmentalist movement, any movement for civil or equal rights (e.g. based on race, gender, sexual orientation, age), social change, etc.

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Attendance & Participation Expected-see below

Reading Reactions 1-5 (5% each) 25% of final grade

Paper Proposal 25% of final grade

Final Paper 50% of final grade

**Guidelines for All Written Work.** Grading criteria for written work include: thoroughness, logical development of points, clarity of written expression, **application of theory/ readings from the course** and from independent research, and appropriateness of the product to the assignment given. Each sentence or part of a sentence must be entirely in the student's own words (paraphrased), **unless a direct quotation is indicated by the use of quotation marks and page numbers.** All sources of words or ideas must be attributed by citation. Failure to do so constitutes failure to meet the assignment and may be plagiarism. Unless prior permission is granted, late work is penalized 1/3 letter grade per week or part thereof (e.g. an "A-" paper earns at best a "B+"). Always keep a copy of your work. Papers will be returned only to the student, a person designated by the student, or by mail in a stamped envelope provided by the student.

**G. Make-Up Exam or Assignment Policy**:

Unless prior permission is granted, late work is penalized 1/3 letter grade per week or part thereof (e.g. an "A-" paper earns at best a "B+"). No late reaction papers accepted.

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. For this course, here is the attendance policy:

This is graduate school. Attendance is expected. In case of illness or emergency, please e-mail the professor in advance of class.

**I. Course Schedule:**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

**Unit I: Introductory Concepts**

Class 1: Introductions and course expectations/ Values in the HBSE context

1/25/16

Theory: Hardcastle, D.A. (2011). *Community practice: Theories and skills for social workers.* 3rd ed. New York: Oxford. Ch. 2: Theory-based, model-based community practice, pp. 37-68. (on BlackBoard)

Exercise: Values and human behavior theory

Class 2: Intro to meta-paradigms, paradigms, and theories/

2/1/16 Overview of theory in the macro environment

 See: PowerPoint for class #2

 Theory: Johnson & Rhodes, Ch. 1: Conceptual Frameworks

Robbins, Chatterjee, & Canda, Ch. 1: The nature of theories

 Exercise: Poverty from human behavior perspectives

Class 3: Meta-paradigms: Systems or chaos?

2/8/16

See: PowerPoint for class #3

Theory: Gitterman, A. & Germain, C. B. (2008). Ecological framework. In *Encyclopedia of Social Work*, 20th ed., vol. 3, pp. 97-102. New York: NASW/Oxford.

Warren, K. (2008). Chaos and complexity theory. In *Encyclopedia of Social Work*, 20th ed., vol. 1, pp. 227-233. New York: NASW/Oxford

Supplemental

Review: Robbins, Chatterjee, & Canda, ch. 2: Systems theory

 Warren, K., Franklin, C. & Streeter, C.L. (1998). New directions in systems theory: Chaos and complexity. *Social Work, 43*, 357-372. (Blackboard)

Theory video: Butterfly- The Secret Life of Chaos by BBC (5 min.):  [http://www.youtube.com/watch?v=R6NnCOs20GQ&feature=related](http://www.youtube.com/watch?v=R6NnCOs20GQ&feature=related )

Exercise: Systems, complexity & chaos

**Unit II: Prosocial Behavior in the Macro Environment: Perspectives on Altruism, Voluntarism, and Professionalism**

Class 4: Altruism and voluntarism from the perspectives of genetic, analytic, behavioral,

2/15/16 moral development, exchange, and role theories

 See: PowerPoint for class #4

 Theory: Poole, D. (2008). Voluntarism. In *Encyclopedia of Social Work*, 20th ed., vol. 4, pp. 266-272. Washington: National Association of Social Workers. (Blackboard)

Wakefield, J.C. (1993). Is altruism part of human nature? *Social Service Review, 67*, 406-458. (Blackboard)

### Case study: "First Responders'- Counting the Cost of 9/11 (8 min.) <http://www.youtube.com/watch?v=s5v32hDCyTM>

Class 5: Institutionalized altruism/Social roles fulfilled by social work and social services

2/22/16 in contemporary society

See: PowerPoint for class #5

Theory: Dartington, T. (1998). From altruism to action: Primary task and the not-for-profit organization. *Human Relations*, 51, 1477-1493. (Blackboard)

 Johnson & Rhodes, ch 4

Research: Testa, M.F., Shook Slack, K. (2002). The gift of kinship foster care. *Children and Youth Services Review, 24*, (1/2), 79-108. (Blackboard)

 Suggested: Morris, P.M. (2008). Reinterpreting Abraham Flexner’s speech, “Is social work a profession?” Its meaning and influence on the field’s early professional development. *Social Service Review, 82,* 29-60. (Blackboard)

**Unit III: Organizational Theory: Growth, Change, and Human Behavior in Service Organizations**

Class 6: Overview of organizational theory:

2/29/16 Paradigm shifts in organizational thinking

Scientific Management/Classical Theory

 Bureaucratic Theory

 Human Relations Theory

See: PowerPoint for class #6

Theory: Johnson & Rhodes, Ch. 9: Organizations

Denhardt, R.B., Denhardt, J.V., & Aristigueta. (2009). *Managing human behavior in public and nonprofit organizations.* 2nd ed.Thousand Oaks, CA: Sage, Ch. 1, pp. 1-15. (BlackBoard)

Case Study: *The Business of Paradigms*, Chart House International Learning Corp., 38 min.

Due: Paper Proposals

Class 7:

3/7/16 The nature of human service organizations: Growth, change, and adaptation in organizations, organizational life-cycles

See: PowerPoint for class #7

Theory: Denhardt, R.B., Denhardt, J.V., & Aristigueta. (2009). *Managing human behavior in public and nonprofit organizations.* 2nd ed.Thousand Oaks, CA: Sage, ch 12, pp. 335-372. (BlackBoard)

 Case Study: Brilliant, E. & Young, D.R. (2004). The changing identity of federated community service organizations. *Administration in Social Work*, 28 (3/4), 23-46. (Blackboard)

Class 8 Human behavior in HSOs: Patterns of accommodation, mobility, and leadership; theories of organizational culture

3/21/16

See: PowerPoint for class #8

Theory/case: Hasenfeld, Y. (2000). Organizational forms as moral practices: The case of welfare departments. *Social Service Review, 74*, 329-351. (Blackboard)

Case study: Cohen, B.J. (1999). Fostering innovation in a large human service bureaucracy*. Administration in Social Work, 23*, 47-59. (Blackboard)

Due: Last date to submit Reading Reaction 3

**Unit IV: Community Theory: Growth, Change, and Human Behavior in Communities**

Class 9: Overview of community theories:

3/28/16 Place-based Theory

Sanderson’s Concept of Rural Areas

Weber’s Concept of the City

Wilson’s Concept of Central Cities and “Underclass”

Functional Theory

Warren’s Concept of Community Functions

Mediation or Linking Theory

Theory of Assets and Capacity Building

Walsh’s Concepts

Theories of Capital: Financial, Human and Social

See: PowerPoint #9

Theory: Johnson & Rhodes, Ch. 8: Locational communities

Class10: Human behavior theory concerning geographical and ontological communities

4/4/16

See: PowerPoint for class #10

Theory: Johnson & Rhodes, Ch. 5: Social Stratification

Case study: *Holding Ground: The Rebirth of Dudley Street*, New Day Films. V1082

Class 11: Diversity and globalism: Challenges for community theory

4/11/16 Anti-social behavior in the social environment

Social Development Theory

Tang’s concepts

Social Conscience, Modernization, Dependency & Diffusion

Influence/Power/Conflict Theory

Spencer’s “Social Darwinism” concept

Marxist perspectives

Force-Field Analysis concept

Empowerment perspectives

 Globalization Theory

Theory: Fellin, P. (2001). *The community and the social worker*, 3rd ed., ch. 1: The societal context of communities

Robbins, Chatterjee & Canda, ch 4: Theories of empowerment.

Case study: Segment from *Eyes on the prize, episode 1* (re: Till lynching)

**Unit V:** **Mass Behavior Theory: Mobs & Social Movements**

Class 12 Stratification, discrimination and exclusion: Breeding grounds for antisocial

4/18/16 protest and positive social movements

Theory: Johnson & Rhodes, Ch 6 & 7

 Miller, J.M. & Schamess, G. (2000). The discourse of denigration and the creation of “other.” *Journal of Sociology and Social Welfare*, 27 (3), 39-62. (Blackboard)

Robbins, Chatterjee & Canda, Ch. 3: Conflict theories (BlackBoard)

 Case study: *Bowling for Columbine*, 2003

Class 13: Class 13 Human behavior theory and social movements: life-cycles/ leadership/

 4/25/16 contemporary social movements/future of social movements/Exchange Theory

 Feminist/Empowerment Theory

 Learned Helplessness concept

 Pluralist Theory

 Group interaction, dominance, and compromise

 Social Class Theory

 Mills’ Power Elite concept

See: PowerPoint for class # 14

 Theory: Robbins, Chatterjee & Canda, Ch. 14: Application of Theories (BlackBoard)

 Hardcastle, Ch. 5: Feminist theory (BlackBoard)

 Case study: Segment from *Ghandi*.

 Due: Last date to submit reading reaction #5

Class 14: Social Movements, Cont.

5/2/16 Leadership in pre-modern, modern and post-modern society/

 Perspectives on power and influence:

 Research: Mizrahi, T. (2004). Are movements for social and economic justice growing? Reports on protest and social action in the United States and Israel. *Journal of Community Practice, 12,* 155-160. (Blackboard)

 Additional

 Background: Mills, C.W. (1956). *The power elite*. New York: Oxford. Ch. 12: The power elite. (BlackBoard)

Case study: Vuijst, R. *Onward Christian Soldiers*, 55 min., Greenroom Productions/Filmmakers Library. V1193

Due: Final Paper

Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

**J. Expectations for Out-of-Class Study**:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievance Policy**:

See BSW/MSW Program Manual.

**L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: **(817) 675-8962, b**elow are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask a Librarian <http://ask.uta.edu>

**N. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**O. Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships

(<http://wweb.uta.edu/aao/fao/>).

**P. Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**R. Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**S. Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**T. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**U. Final Review Week**:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**V. School of Social Work - Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

**Human Behavior in Macro Environments:**

**Course Bibliography**

**Of Paradigms and Things**

Gitterman, A. & Germain, C. B. (2008). Ecological framework. In *Encyclopedia of Social Work*, 20th edition, vol. 3, pp. 97-102. Washington: National Association of Social Workers.

Hudson, C.G. (2000). At the edge of chaos: A new paradigm for social work? *Journal of Social Work Education, 36*, 215-230.

Hudson, C.G. (2000). From social Darwinism to self-organization: Implications for social change theory. *Social Service Review, 74*, 533-559.

Johnson, M.M. & Rhodes, R. (2014). *Human behavior and the larger social environment: A new synthesis,* 3rd ed.Boston: Allyn & Bacon.

Warren, K. (2008). Chaos and complexity theory. In *Encyclopedia of Social Work*, 20th edition, vol. 1, pp. 227-233. Washington: National Association of Social Workers.

Warren, K., Franklin, C. & Streeter, C.L. (1998). New directions in systems theory: Chaos and complexity. *Social Work, 43*, 357-372.

Wakefield, J.C. (1996). Does social work need the eco-systems perspective: Part 1. Is the perspective clinically useful? *Social Service Review, 70,* 1-32.

Wakefield, J.C. (1996). Does social work need the eco-systems perspective: Part 2. Does the perspective save social work from incoherence? *Social Service Review, 70,* 183-213.

**Pro-social Human Behavior: Altruism, Voluntarism & Professionalism**

Poole, D. (2008). Voluntarism. In *Encyclopedia of Social Work*, 20th edition, vol. 4, pp. 266-272. Washington: National Association of Social Workers.

den Ouden, M.D. & Russel, G.W. (1997). Sympathy and altruism in response to disasters: A Dutch and Canadian comparison. *Social Behavior and Personality*, 25, 241-248.

Dovidio, J.F., Paliavin, J.A., Schroeder, D.A., & Penner, L.A. (2006). *The social psychology of prosocial behavior.* Mahwah, NJ: Lawrence Erlbaum Associates.

Johnson, Y.M. (2008). In response to Patricia McGrath Morris’s “Reinterpreting Abraham Flexner’s speech, ‘Is social work a profession?’: Its meaning and influence on the field’s early professional development. *Social Service Review, 82,* 731-737.

Morris, P.M. (2008). A reply to Yvonne M. Johnson. *Social Service Review, 82,* 739-746. (also see reference below and Johnson above)

Morris, P.M. (2008). Reinterpreting Abraham Flexner’s speech, “Is social work a profession?” Its meaning and influence on the field’s early professional development. *Social Service Review, 82,* 29-60.

Oliner, P.M., Oliner, S.P., Baron, L., Blum, L.A., Krebs, D.L., and Somolenska, M.Z. (1992). *Embracing the other: Philosophical, psychological, and historical perspectives on altruism*. New York: New York University Press.

Penner, L. A., Dovidio, J. F., Piliavin, J. A., & Schroeder, D. A. (2005). Prosocial behavior: Multilevel perspectives. *Annual Review of Psychology, 56*(1),365-393.

Rank, M.G. & Hutchison, W.S. (2000). An analysis of leadership within the social work profession. *Journal of Social Work Education, 36*, 487-502

Titmuss, R. (1997). Edited by A. Oakley and J. Ashton. *The gift relationship: From human blood to social policy*, revised edition. New York: New Press.

Wakefield, J.C. (1993). Is altruism part of human nature? *Social Service Review, 67*, 406-458.

Weiner, B. (2006). *Social motivation, justice, and the moral emotions.* Mahwah, NJ: Lawrence Erlbaum Associates.

**Social & Community Theory**

Cummings, S. (1998). *Left behind in Rosedale: Race relations and the collapse of community institutions.* Boulder, CO: Westview Press.

Dixon, J., Dogan, R., & Sanderson, A. (2005). Community and communitarianism: A philosophical investigation. *Community Development Journal, 40,* 4-16.

Fellin, P. (2001). *The community and the social worker*, 3rd ed. Itasca: Peacock.

Green, P. & Haines, A. (2002). *Asset building and community development.* Thousand Oaks, CA: Sage Publications.

Rae, D.W. (2003). *City: Urbanism and its end.*  New Haven, CT: Yale University Press.

Schneider, J.A. (2006). *Social capital and welfare reform: Organizations, congregations, and communities.* New York: Columbia Univ. Press.

Young-Ok, Y., & Schenck-Hamlin, W. (2005). Reactions to 9/11 as a function of terror

 management and perspective taking. *Journal of Social Psychology, 145*(3), 265-287.

 <http://dx.doi.org/10.3200/SOCP.145.3.265-286>

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