



# UNIVERSITY of HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK

[WWW.SW.UH.EDU](http://WWW.SW.UH.EDU)

**COURSE TITLE/SECTION:** SOCW 8333 (13329)  
Social Science Theories

**TIME:** Mondays 1:00-4:00 PM      SPRING 2017

**FACULTY:** Susan P. Robbins      **OFFICE HOURS:**  
Tuesday 12:00- 1:00 PM by appt.  
Tuesday 4:00 - 5:00 PM  
Other hours by appointment

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## I. Course

### A. Catalogue Description Cr. 3 (3-0).

Prerequisite: doctoral standing. The course provides a critical examination of human science theories and multidisciplinary conceptual frameworks relevant to human behavior and social work practice.

**B. Purpose:** This course examines human science theories and multidisciplinary conceptual frameworks which hold strong potential for enhancing social work practice through an understanding of human behavior at the individual, group, organizational or societal levels. Drawing from the social science, biological science and social work literature, this course will assist students in understanding, selecting, utilizing and evaluating a variety of person in environment frameworks for analyzing contemporary issues and problems in human behavior that are central to social work practice.

## II. Course Objectives

Upon completion of this course, students will be able to:

1. Apply several conceptual and theoretical frameworks to the examination of human behavior at the individual, group, organizational or societal levels;
2. Discuss the interdependence among macro, meso, and micro frameworks and the interventive approaches derived from them;

3. Delineate the major research issues related to the evaluation of a variety of theories;
4. Select, construct and evaluate a theoretical or conceptual framework for understanding the causes and correlates of the specific issue or problem of greatest interest to them; and
5. Demonstrate the skills of critical thinking, scholarly discussion, and professional writing.

### **III. Course Content**

Course content will include theoretical and conceptual frameworks and research from the human sciences (biology, neurochemistry, genetics, psychology, social psychology, sociology, anthropology, economics, political science, women's studies, gay and lesbian studies and cultural studies) and the social work literature.

### **IV. Course Structure**

This course is organized to provide a framework for integrating, synthesizing, and critiquing a variety of social science theories and the interventive approaches derived from them. Due to the multidisciplinary nature of the course content, this course is organized as a multidisciplinary, inter-institutional course and the lectures will be provided by professors from various social science disciplines. Lecture material is intended to supplement, not review, the assigned readings.

### **V. Textbooks**

#### **Required:**

Robbins, S. P., Chatterjee, P., and Canda, E. R. (2012). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Berger, P. & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. New York: Anchor Books.

Heppner, P.P. and Heppner, M.J. (2004). *Writing and publishing your thesis, dissertation & research: A guide for students in the helping professions*. Belmont, CA: Thomson/Brooks/Cole.

### **Recommended:**

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your thesis*. New York: Henry Holt & Co.

Silvia, P.J. (2010) *How to write a lot: A practical guide to productive academic writing*. Washington D.C.: American Psychological Association.

Single, P. B. (2010). *Demystifying dissertation writing: A streamlined process from choice of topic to final text*. Sterling, VA; Stylus Press.

## **VI. Course Requirements**

A. **Reading Assignments:** In addition to the required texts, students will individually select theoretical and other readings appropriate to their topic of choice. These readings will be reflected in the student's theory presentation and annotated bibliography paper required for the course.

B. **Written Assignments:** There will be one (1) graded paper required for this class. This will be an annotated bibliography that will include a summary, reflection, and connection. This will be discussed in class.

C. **Exams:** There will be no examinations.

D. **Other Assignments:** There will be one (1) required class presentation in which students will present a theory. This will be discussed in class.

## **VII. Evaluation and Grading**

Grading will be based on the quality of the paper and presentation. The specific percent allocated to the paper and presentation will be based on individual student preferences that will be submitted to the instructor prior to the presentation. However, the minimum percent that can be allocated to the paper is 50% and the total percent for both assignments must equal 100%.

Grades will be based on the following scale:

|      |          |      |           |
|------|----------|------|-----------|
| A =  | 96-100%  | C+ = | 76-79.9%  |
| A- = | 92-95.9% | C =  | 72-75.9%  |
| B+ = | 88-91.9% | C- = | 68-71.9%  |
| B =  | 84-87.9% | D =  | 64-67.9%  |
| B- = | 80-83.9% | F =  | Below 64% |

More than two (2) absences will seriously jeopardize your final grade.

### **VII. Policy on grades of I (Incomplete):**

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

### **VIII. Policy on academic dishonesty and plagiarism**

Please click the link below for the full explanation of the Academic Honesty policy and procedure:

Policy: <http://www.uh.edu/provost/policies/honesty/ documents-honesty/academic-honesty-policy.pdf>

Definitions:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

#### *Plagiarism*

- a. Representing as one's own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

#### *Cheating and Unauthorized Group Work*

- b. Openly cheating in an examination, as copying from another's paper;
- c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;
- d. Using and/or possessing "crib notes," as unauthorized use of notes or the like to aid in answering questions during an examination;
- e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
- f. Securing another to take a test in the student's place. Both the student taking the test for another and the student registered in the course are at fault;

#### *Fabrication, Falsification, and Misrepresentation*

- g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
- h. Using another's laboratory results as one's own, whether with or without the permission of the owner;
- i. Falsifying results in laboratory experiments;
- j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;
- k. Representing oneself as a person who has earned a degree without having earned that particular degree

#### *Stealing and Abuse of Academic Materials*

- l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;
- m. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

#### *Complicity in Academic Dishonesty*

- n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

#### *Academic Misconduct*

- o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

#### Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident.

Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report.

The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

**X. Course Schedule and Reading Assignments:** See below.

#### **XI. Consultation**

My office is Room 311 on the third floor of the Social Work Building; my telephone number is (713) 743-8103 and my e-mail address is:

srobbins@uh.edu

My office hours are posted on my office door and I will be glad to meet with students who request an appointment. Please call or e-mail me to schedule an appointment. I am generally accessible by e-mail and will answer most messages within 24 hours.

## XII. Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

### Initial Class Schedule

|      |    |   |
|------|----|---|
| JAN. | 17 | <u>Introduction: Social Science Theories</u><br>Robbins, et al., Ch. 1  |
|      | 24 | <u>Lecture/ Discussion: The Nature of Reality and the Role of Quantification</u><br>Berger & Luckmann, Introduction & Section I, pp. 1-46 |
|      | 31 | <u>Lecture/ Discussion: The Paradigms of Fact and Definition</u><br>Berger & Luckmann, Section II, pp. 47-128                             |
| FEB. | 7  | <u>Class Work Session: Student Presentation Outline Feedback and Critique</u><br>Berger & Luckmann, Section III & Conclusion, pp. 129-190 |
|      | 14 | <u>Class Work Session: Student Presentation Outline Feedback and Critique</u>   |
|      | 21 | <u>Class Discussion of Berger &amp; Luckmann and Tips for Powerpoints and Presentations</u>   |
|      | 28 | TBA   |
| MAR. | 7  | TBA   |

|      |    |  |
|------|----|--|
| MAR. | 14 | SPRING BREAK – NO CLASSES  |
|      | 21 | Student Presentations  |
|      | 28 | Student Presentations  |
| APR. | 4  | TBA  |
|      | 11 | TBA  |
|      | 18 | TBA  |
|      | 25 | <u>Lecture and Discussion: Choosing and Evaluating Theories</u><br><b>Annotated bibliographies due</b> |