Human Behavior courses are intended to teach students how to:

- Understand relationships between individuals and communities;
- Understand theories or explanations of human behavior used to describe social phenomena;
- Examine the development of individuals’ beliefs, behaviors, and assumptions and how these affect individuals and communities;
- Apply one disciplinary method to understand human behavior or explain social phenomena;
- Access and analyze materials related to individuals, communities or social phenomena; and
- Compare and contrast similar social phenomena across individuals or communities.

Objectives:
In this GenEd human behavior course, students will learn several core concepts of social work, as well as theories of human behavior in the social environment via the critical analysis of the photographic image and selected readings. This course will also introduce students to the history of social work, documentary photography, photojournalism, techniques for making more informed and responsible photographic images, as well as how to appropriately approach the critique setting, the analytical discussion of photographs made by others, their classmates, and themselves.

Course Requirements:

1. Regular attendance in class is expected. **Only two absences, for whatever reason, will be allowed.** Other absences, as well as late arrivals, & early departures will be noted and will result in the lowering of your final grade by one-half letter grade.
2. Active participation in class discussions and activities. Please refer to section below for specifics.
3. Completion of **ALL** assigned readings, in order to be prepared for class discussions and activities.
4. Completion and proofreading of **ALL** assignments according to due date.
5. Attention to form as well as content in written assignments. Correct spelling, punctuation, grammar and syntax are essential in academic writing.
6. **Late assignments will not be accepted.**
7. **Cell phones must be turned off, on vibrate, or silenced during class. The use of laptops is not permitted during class time. Additionally, texting and the like are not permitted.**

Confidentiality is an absolute necessity – what is shared in class regarding personal experiences, and the like, is to stay in the room.

Assignments & Evaluation:

You will be expected to complete a number of assignments over the semester and you will be evaluated accordingly.
It is expected that all assignments will be completed and assignment deadlines met. If you begin to fall behind at any point during the semester please come see me immediately.

**Late assignments will NOT be accepted.**
**Assignments will NOT be accepted via email.**
**Assignments that are not submitted, as instructed, on the scheduled due date will earn a “0”**.

### Assignments:
- **Story of Self—Part I**: 10 pts.
- **SAOQs**: 25 pts. (5x5)
- **Film Assignment**: 05 pts.
- **Photographer/Theme Presentation**: 10 pts.
- **Current Event Assignments**: 10 pts. (2x5)
- **Image Assignments**
  - Weekly Images (6): 12 pts. (6x2)
  - Critiques (2): 08 pts. (2x4)
- **Final Project**: 20 pts.

**Total possible points: 100 Points**

### Supply list:
Each student is required to have the following materials:
- A digital capturing device.
- Access to a computer and printer with internet access to upload digital images & to access Blackboard. (The tech center is available to all students.)

### Statement on Student and Faculty Academic Rights and Responsibilities:
Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link:
[http://policies.temple.edu/getdoc.asp?policy_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).

### Disability Disclosure Statement:
Any student who has a need for accommodation based on the impact of a disability should contact instructors privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in Ritter Annex 100 to coordinate reasonable accommodations for a documented disability.

### Class cancellations:
- Please check blackboard for any last minute class cancellations due to extenuating instructor circumstances.
- Information on cancellation of classes due to inclement weather: The university participates with the City of Philadelphia and local radio stations such as KYW (1060 AM), WDAS (1480 AM, 105.3 FM), and WUSL (98.9 FM), which broadcast school closings and cancellations. The most accurate and up-to-date information on class cancellations can be obtained by calling the university’s hotline at 215-204-1975, or by listening to Temple’s radio station, WRTI (90.1 FM), or by referring to Temple’s website at [http://www.temple.edu](http://www.temple.edu).

### Weekly Class Schedule
(*Subject to change upon instructors’ discretion*)
| Wk 1 | Monday, January 27th |
Intro to course: Review of syllabus, assignments, & expectations/ Intro to Blackboard/ Introduce & discuss expectations for “Story of Self” Presentation & Essay |

| Wk 2 | Monday, February 3rd |
In class: “Story of Self” Presentations
Discuss final project…

Due: “Story of Self” Presentations
• Hand in Essay & Copy of PP Presentation

| Wk 3 | Monday, February 10th |
In class: Social Work & Person-in-Environment (PIE)
Discuss upcoming current event assignment/s
Discuss SAOQ’s based on the following readings…
• Reading #1—What is Social Work?
• Reading #2—The Person-in-Environment (PIE) Perspective

Due: SAOQ #1 must be submitted, via Bb, no later than 11 am before class. Bring a hard copy to class to reference.
Due: Visual representation/s of social work. On a separate piece of paper write a short paragraph explaining what it is about the image/s that represents social work.

| Wk 4 | Monday, February 17th |
In class: Photography…
Discuss SAOQ’s based on the following readings…
Due:
- SAOQ #2 must be submitted, via Bb, no later than 11 am before class. Bring a hard copy to class to reference.

<table>
<thead>
<tr>
<th>Wk 5</th>
<th>Monday February 24th</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class:</td>
<td>Photojournalism, Documentary photography, Photovoice, &amp; Social Justice</td>
</tr>
</tbody>
</table>

Discuss SAOQ’s based on the following readings:

Due:
Create visual representation/s of social justice & on a separate piece of paper write a short narrative explaining what it is about the image/s that represents social justice.

SAOQ #3—must be submitted, via Bb, no later than 11 am. Bring a hard copy to class to reference.

Current Event #1—Bring to class and submit via Bb a one-page essay discussing a current event within the context of all course themes and concepts discussed to date.

<table>
<thead>
<tr>
<th>Wk 6</th>
<th>Monday, March 3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>!!!Spring Break!!!</td>
<td></td>
</tr>
<tr>
<td>No Class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk 6</th>
<th>Monday, March 10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class:</td>
<td>Critique</td>
</tr>
</tbody>
</table>

Due: A series of images representing social justice, social work, and PIE. On a separate piece of paper write a short essay discussing the series of image/s within the context of PIE.
|Wk 7| Monday, March 17th

**In Class:** Poverty

Discuss SAOQ’s based on the following readings:

**Due:**

- *SAOQ* #4 must be submitted, via Bb, no later than 11 am. Bring a hard copy to class to reference.
- Create visual representation/s of poverty & on a separate piece of paper write a short narrative explaining what it is about the image/s that represents poverty.

|Wk 8| Monday, March 24th

**Discussion topics:** Cultural Sensitivity & Diversity

- Reading #4—The Problems Faced by Diverse Populations

**Due:**

- *SAOQ* #5 must be submitted, via Bb, no later than 11 am. Bring a hard copy to class to reference.
- *Current Event* #2—Bring to class & submit via Bb a one-page essay discussing a current event within the context of all course themes and concepts discussed to date.
- Create visual representation/s of cultural sensitivity & diversity & on a separate piece of paper write a short narrative explaining what it is about the image/s that represent diversity and cultural sensitivity.
<table>
<thead>
<tr>
<th>Wk 9</th>
<th>Monday, March 31&lt;sup&gt;st&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In class:</strong> The Life Course Perspective as another way to think about human behavior &amp; Identity</td>
<td></td>
</tr>
<tr>
<td>Discuss SAOQ’s based on:</td>
<td></td>
</tr>
<tr>
<td><strong>Due:</strong> SAOQ #6 must be submitted, via Bb, no later than 11 am. Bring a hard copy to class to reference.</td>
<td></td>
</tr>
<tr>
<td>Create visual representation/s of the life course perspective &amp; on a separate piece of paper write a short narrative explaining what it is about the image/s that represents the life course perspective.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk 10</th>
<th>Monday, April 7&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In class:</strong> Oppression</td>
<td></td>
</tr>
<tr>
<td>Discuss:</td>
<td></td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td></td>
</tr>
<tr>
<td>SAOQ #7 must be submitted, via Bb, no later than 11am. Bring a hard copy to class to reference.</td>
<td></td>
</tr>
<tr>
<td>Create visual representation/s of oppression &amp; on a separate piece of paper write a short narrative explaining what it is about the image/s that represents oppression.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk 11</th>
<th>Monday, April 14&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In class:</strong> Critique/Workshop</td>
<td></td>
</tr>
<tr>
<td><strong>Due:</strong> A series of self-made images that represent social work, social justice, poverty, cultural sensitivity/diversity, the life course perspective &amp; oppression. On a separate piece of paper write a short narrative discussing the series within the context of PIE.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk 12</th>
<th>Monday, April 21&lt;sup&gt;st&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In class:</strong> Film TBA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk 13</th>
<th>Monday, April 28&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In class:</strong> Presentations</td>
<td></td>
</tr>
</tbody>
</table>
Brief Descriptions of Assignments…

Story of Self… (Assignment #1): 10 pts.

The purpose of this assignment is to encourage you to think about who you are, how you became that person, and how you would like to be perceived. In essence, this assignment is an opportunity for you to explore your identity. Through a series of images and a short essay you will introduce yourself to your peers. You are expected to thoughtfully present your story via a Power Point presentation that will include self-made images, as well as found images. In your one-page essay you are expected to describe the person you are, as well as how you believe your environment has influenced you.

You will hand in the following…

- A stapled copy of your Power Point presentation. You should print the note pages.
- One page essay. Please adhere to the one-page limit, use 12-point font, correct grammar, spelling, and punctuation.

You will be graded on the following…

- 5 points—Power Point presentation & print out of note pages
- 5 points—One page essay

SAOQ—5 pts.

A SAOQ is an opportunity for you to think critically about readings and to organize those thoughts in writing. It is, in essence, a type of reading response with a snappy name. SAOQ is an acronym for Summary, Analysis, Opinion, and Questions. The goal is to distinguish each type of writing by giving each its own paragraph. Thus, the SAOQ should have three paragraphs and several questions at the end. Here's a breakdown:

Summary: This will usually be the shortest of the three paragraphs (generally 3 or 4 sentences). In a few sentences you should demonstrate that you understand the basic argument/context of the readings. This is a chance for you to display a general comprehension of the text.

Analysis: This is the most important of the three paragraphs, and it should probably be the longest. In the Analysis paragraph you should try to "unpack" or deconstruct what the authors are saying. You can try to dissect a recurring theme, the argument in general, and a smaller aspect of the argument or even a specific passage. This is your opportunity to show that you have thought about the readings in a meaningful way. This is the perfect opportunity for you to test an idea and take risks.

Opinion: This paragraph is your opportunity to agree or disagree with what the author has to say. Remember that you should back up your point(s) with logical arguments. The length of this paragraph will be variable.

Questions: At the end of your three-paragraph response you should formulate several questions about the readings. Remember, these should be probing questions that could be used to generate discussion. They should reveal that you have thought about the readings complexly.
You will hand in the following…

- One page essay. Please adhere to the one page limit, use 12-point font, correct grammar, spelling, and punctuation.

You will be graded on the following…

- 1 point—Summary
- 3 points—Analysis
- .5 points—Opinion
- .5 points—Questions

Current Event Essay’s: 5 pts.

For this assignment students will peruse various print media sources (Temple Times, The Philadelphia Inquirer, The New York Times, People Magazine, etc.). Students will choose a current (no more than two weeks old) article that is accompanied by one or more images. The topic should correspond in some way to your intended “photovoice” final project.

Each student will do the following…

- Complete a one-page essay utilizing course themes and concepts to explain the current event. In this one-page you will also discuss the relevance of the accompanying image/s.

You will hand in and submit to Blackboard the following…

- One page essay. Please provide an accurate article reference and use 12-point font, correct grammar, spelling, and punctuation.

You will be graded on the following…

- 5 points—Demonstrating an understanding of the course content

Film Analysis (Assignment #5): 5 pts.

For this assignment students will view a film in class. After viewing the film and participating in a short class discussion each student will complete a short one-page essay where they will discuss the content of the film within the context of the course content.

You will hand in and submit to Blackboard the following…

- One page essay utilizing the concepts/themes covered in class. Please adhere to the one page limit, use 12-point font, correct grammar, spelling, and punctuation.

You will be graded on the following…

- 5 points—Demonstrating an understanding of the course content.
**Presentation on Image Maker/Photographer (10 pts.)**

For this assignment students will choose (from a list) a photographer to research. Information will thoughtfully be presented to the class via a Power Point presentation. *Students will be required to make meaningful reference to course themes and concepts.* Presentations must be 10-15 minutes & include relevant images.

You will hand in the following…

- PPT presentation (note pages)

You will be graded on the following…

- **5 points**—Evidence of completed research.
- **5 points**—meaningful reference to course themes and concepts.

*Please note*—If students make the decision to present with a partner, both members of the team will be given the same grade. *Please report any issues or concerns early.*

**Final Project 20 pts.**

The semester will culminate with a “photovoice” project. You will utilize “photovoice” to explore a personal issue, a societal issue, or another well-defined topic of interest. Topic decisions will be made early in the semester and finalized mid-way through the semester.

Students will analyze their photographs and share their interpretations with the class in a 10-20 minute powerpoint presentation. The presentations will include brief explanations of each image in such a way to explain its significance—both its intended meaning and its significance as related to all course themes and concepts.

Students will also be required to submit a 2-3page essay discussing your topic, method, and findings—related to all course themes and concepts.

Themes and concepts…

- Social justice
- Poverty
- Oppression
- Diversity
- PIE
- Life Course Perspective

You will be graded on the following…

- **15 points**—Demonstrating an understanding of course themes and concepts.
- **5 points**—Craftsmanship & Layout