

Companion Readings for Human Behavior in the Social Environment

Companion readings that complement and extend chapters from the book have been chosen to support teaching, learning, and critical reflection. The readings are grouped loosely by theme and where they appear on the sample syllabus provided in the pack of instructor materials available on Routledge's Instructor Hub.

Module 2. What Theory is and Why We Need It

Abu-Ras, W., & Azhar, S. (2020). Practice with Arab-American families. In E. P. Congress & M. J. González (Eds.), *Multicultural perspectives in working with families* (4th ed., pp. 227-249). Springer. <https://doi.org/10.1891/9780826154156.0015>

Gover, A. R., Harper, S. B., & Langton, L. (2020). Anti-Asian hate crime during the COVID-19 pandemic: Exploring the reproduction of inequality. *American Journal of Criminal Justice*, 45(4), 647-667. <https://doi.org/10.1007/s12103-020-09545-1>

Whitaker, T. R., & Snell, C. L. (2016). Parenting while powerless: Consequences of "the talk". *Journal of Human Behavior in the Social Environment*, 26(3/4), 303-309. <https://doi.org/10.1080/10911359.2015.1127736>

Module 3. Theories of Systems and the Environment

Cramer, E. P. (2025). Small groups. In E. D. Hutchison & L. W. Charlesworth (Eds.), *Dimensions of human behavior: Person and environment* (7th ed., pp. 517-555). Sage.

Flint, M., Kilgo, C., & Bennett, L. (2019). The right to space in higher education: Nonbinary and agender students' navigation of campus. *Journal of College Student Development*, 60, 437-454. <https://doi.org/10.1353/csd.2019.0039>

Ream, G., & Peters, A. (2021). Working with suicidal and homeless LGBTQ+ youth in the context of family rejection. *Journal of Health Service Psychology*, 47(1), 41-50. <https://doi.org/10.1007/s42843-021-00029-2>

Module 4. Theories of the Body and Mind

Paul, M. S., & Varghese, R. (2021). Re-envisioning psychoanalytic content in social work education. *Journal of Teaching in Social Work*, 41(1), 2-15. <https://doi.org/10.1080/08841233.2020.1851343>

Yap, R. (2015). Listening for and holding traumatic rage in an intersubjective intercultural field. *Smith College Studies in Social Work*, 85(4), 437-452. <https://doi.org/10.1080/00377317.2015.1093766>

Module 5. Theories of Society and Culture

Coates, T. (2015). *Between the world and me*. (Excerpts, pp. 18-30 & 32-33) from Spiegel and Grau.

Chapter 6: "Resilience Ecological Stress Model: Resisting Political Violence at the Workplace" (pp. 80-95) from Greene, R., & Dubus, N. (2017). *Resilience in action: An information and practice guide*. NASW Press.

Lavie-Ajayi, M. (2022). The social construction of cannabis in social work. *Social Work*, 67(4), 331-340. <https://doi.org/10.1093/sw/swac030>

Module 6. Theories of Antiracism and Social Change

Brown, S. J. (2022). Introduction & (excerpt from) Acephobia. In *Refusing compulsory sexuality: A Black asexual lens on our sex-obsessed culture* (pp. 1-16, 20-24). North Atlantic Books.

"My racist introduction" (pp. 3-11) and "Definitions" (pp. 13-23) from Kendi, I. X. (2019). *How to be an antiracist*. One World.

Wilkerson, I. (2020). An American Untouchable, "The container we have built for you," and The measure of humanity. In *Caste: The origins of our discontents* (pp. 21-32, 54-72). Random House.

Module 8. The Life Course: Infancy and Early Childhood

LaBrenz, C., O'Gara, J., Panisch, L., Baiden, P., & Larkin, H. (2020). Adverse childhood experiences and mental and physical health disparities: The moderating effect of race and implications for social work. *Social Work in Health Care*, 59(8), 588-614. <https://doi.org/10.1080/00981389.2020.1823547>

Module 9. The Life Course: Middle Childhood

DeWitt, P. (2020). This is what students want us to know about pandemic learning. *Education Week*. <https://www.edweek.org/education/opinion-this-is-what-students-want-us-to-know-about-pandemic-learning/2020/05>

Hedge, S. (2021). Dungeons and digital affordances and dragons: "Extremely online" TRPGs. In S. Hedge & J. Grouling (Eds.), *Roleplaying games in the digital age: essays on transmedia storytelling, tabletop RPGs and fandom* (pp. 58-73). McFarland & Company.

Module 10. The Life Course: Adolescence

Paat, Y.-F., & Markham, C. (2021). Digital crime, trauma, and abuse: Internet safety and cyber risks for adolescents and emerging adults in the 21st century. *Social Work in Mental Health*, 19(1), 18-40.

Shek, D. T., Dou, D., Zhu, X., & Chai, W. (2019). Positive youth development: Current perspectives. *Adolescent Health, Medicine and Therapeutics*, 10, 131-141. <https://doi.org/10.2147/ahmt.S179946>

Module 12. The Life Course: Middle Adulthood

Bowman, M. E. (2019). Attachment theory, supervision, and turnover in child welfare. *Child Welfare*, 97(1), 1-20.

Matthews, E. J., Pupilampu, V., & Gelech, J. M. (2021). Tactics and strategies of family adaptation among parents caring for children and youth with developmental disabilities.

Global Qualitative Nursing Research, 8, 23333936211028184.
<https://doi.org/10.1177/23333936211028184>

Bornstein, M. H. (2009). Toward a model of culture↔parent↔child transactions. In A. Sameroff (Ed.), *The transactional model of development: How children and contexts shape each other*. (pp. 139-161). American Psychological Association.

Module 14. General Concepts of Development and the Life Course

Hutchison, E. D. (2019). An update on the relevance of the life course perspective for social work. *Families in Society*, 100(4), 351-366.
<https://doi.org/10.1177/1044389419873240>

Ream, G. L. (2022). Trends in deaths by suicide 2014-2019 among lesbian, gay, bisexual, transgender, queer, questioning, and other gender/sexual minority (LGBTQ+) youth. *Journal of Adolescent Health*, 71(5), 609-615.
<https://doi.org/10.1016/j.jadohealth.2022.06.017>

Madfis, E. (2020). Preventing school rampage violence through student bystander intervention and positive school environments. In *How to Stop School Rampage Killing: Lessons from Averted Mass Shootings and Bombings* (pp. 103-137). Springer International Publishing. https://doi.org/10.1007/978-3-030-37181-4_4

Santo, N. (2021). Reflections on the HIV/AIDS crisis, COVID-19, and resilience in gay men: Ghosts of our past, demons of our present. In C. Tosone (Ed.), *Shared Trauma, Shared Resilience During a Pandemic: Social Work in the Time of COVID-19* (pp. 127-133). Springer International Publishing. https://doi.org/10.1007/978-3-030-61442-3_14

Module 15. Contemporary Challenges and Critical Perspectives

White, E. (2014). Science, pseudoscience, and the frontline practitioner: The vaccination/autism debate. *Journal of Evidence-Based Social Work*, 11(3), 269-274.
<https://doi.org/10.1080/15433714.2012.759470>

Quinn, E. K., Fazel, S. S., & Peters, C. E. (2020). The Instagram infodemic: Cobranding of conspiracy theories, coronavirus disease 2019 and authority-questioning beliefs. *Cyberpsychology, Behavior, and Social Networking*.
<https://www.liebertpub.com/doi/abs/10.1089/cyber.2020.0663>