The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Current Problems in Human Relations

Course Number:
HR 5013-101

Course Description:
The world we live in is rapidly changing. Advances in science, technology, transportation and communication have served to intensify some human problems and to create a host of new ones. Our survival and the quality of our existence depend on successfully dealing with modern human social problems. In this course we will examine the major problems facing humanity in terms of origins, current status, and possible solutions.

Class Dates, Location and Hours:
Dates: October 19-25, 2015
Location: Building. D, Offutt AFB, Nebraska.
Hours: Mon-Fri 6:00 - 9:30 p.m.; Sat 8:00 a.m. - 4:30 p.m.; Sun 8:00 a.m. - 12:00 p.m.
Last day to enroll or drop without penalty: September 20, 2015

Site Director:
Tyane Williams. Phone: 402-291-8879 or 402-294-0649; DSN 271-0649; Fax: 402-291-5402; E-mail: apoffutt@ou.edu

Professor Contact Information:
Course Professor: C. Eugene Walker, PhD.
Mailing Address: 1133 Bank Side Circle
Edmond, OK 73003
Telephone Number: 405-341-7399
Fax Number: 405-341-7399 (call first)
E-mail Address: genewalker@iname.com
Department of Human Relations website: www.ou.edu/cas/hr
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

Course Objectives:

At the end of this course the student will have:

1. a better understanding of the biological, psychological, and sociological origins of human problems;
2. become familiar with data regarding the current status of selected human problems;
3. critically evaluated proposed solutions for current human problems; and,
4. participated in discussions of human problems with other class members (active participation in class discussions is expected and encouraged).

Assignments, Grading and Due Dates:

Student performance in this course will be evaluated in terms of mastery and the final grade will be based on fulfillment of a contract between student and professor (see copy at the end of this syllabus).

To obtain a C in this course requires earning 310 points. To earn these points, the student will be required to 1) attend all classes (if a class is missed due to illness or a legitimate emergency, a make-up assignment must be completed). Each class session attended earns 20 points. There are eight class sessions (five evenings, Saturday morning, Saturday afternoon, and Sunday morning). Total points possible for class attendance are 20 X 8 = 160. 2) read the entire textbook and write 9 essays on the following topics (essays 1-8 are worth 16.5 points each; essay number 9 is worth 18 points):

Write an essay, one to one and a half pages, on each of the following topics. The content of the essays should be fact, not opinion. You are expected to draw on material from the text as well as outside sources as needed. Use APA style for your references and citations.

1. Compare and contrast the functional, conflict, and interactional explanations of crime.
2. Compare and contrast the biological and social/psychological theories of criminal behavior.
3. Define and give examples of Robert Merton’s four possible relationships between prejudice and discrimination.
4. Compare and contrast health care in the US with other Western nations (e. g. Canada, UK, Germany) in terms of availability and quality of care for all citizens.
5. Define and discuss the main sources of sexism.
6. What are the essential myths and stereotypes about the elderly?
7. Has the Welfare Reform Act of 1996 benefited or harmed the poor?
8. What are the theories about the origins of war?
9. Write an essay describing a social problem that has affected your life or the life of someone you know well. What was the problem and what were the consequences?

Failure to complete the above will result in a grade of D (200-309 points) or F (0-199 points).

To obtain a B for the course, the student must earn 600 points. This total will be based on the 310 points earned for assignments required to earn a C and additional points earned as follows: 1) make an oral presentation to the class (150 points) on a social problem (see suggested outline below); and 2) keep a journal beginning 5 days before the first class session and continuing through the next to last class session, in which a daily entry is made regarding thoughts and observations relevant to the material covered in the course (140 points). Journal entries may be a couple of sentences or a paragraph in length, and should be dated. Appropriate content are your thoughts, reflections, ideas, reactions, experiences, etc., related to the social problems that are covered in the text and the class sessions.

The oral presentation mentioned in #1 above should be 10-20 minutes in length. Suggested outline for this presentation is as follows (this may not be suitable for all presentations and you may use a different organization if you wish):
1. Discuss the origins of the problem you have chosen from three vantage points: biology, psychology, and sociology.

2. Which of these vantage points seems to be the most helpful in understanding the problem?

3. Suggest a possible solution to the problem from each vantage point.

4. If time permits, lead a discussion or direct the class in an exercise to illustrate the points you have made.

Students are encouraged to be prepared to give oral presentations starting with the second class session to avoid having all the presentations the final day.

To obtain an A in this course 780-800 points must be earned. This total will be earned based on the 600 points earned for a grade of B and an additional 200 points earned by submitting a book review. Books for review may be selected from the list provided at the end of the syllabus. The book review should cover the following outline:

**Book Review Outline**

- Give full information about the book including title, author, publisher, date of publication, number of pages and cost.

- Provide some biographical information about the author. Some information of this sort is included on the cover of the book. An Internet search using any of the major search engines will yield a considerable amount of information. Additional information can be found in any number of library reference sources such as *Who's Who in America, The Dictionary of Scientific Biography, American Men and Women of Science, Current Authors, Contemporary Authors, Something About the Author, Current Biography*, and *Dictionary of American Biography*. If you have trouble finding information, ask the OU reference librarian to assist you.

- Discuss the background of the book. Why did the author decide to write this book? Information about this can be found in the preface and introduction to the book. Much useful information of this sort can also be found in other reviews of the book. These can be located in *The Book Review Digest*, an annual reference on reviews of books. Do not copy from these reviews for your paper. Your review should be your own creation.

- In two or three pages, briefly summarize the main points that the author presents in the book.

- Evaluate and critique the author’s points. Here you may agree or disagree with the author. Either is fine as long as you clearly present your reasons. Can the author’s points be accepted at face value or is the author mistaken? Are any of the author’s ideas particularly interesting or provocative? Is there another side to the discussion that the author has not given sufficient consideration?

- Briefly react to the book. Did you like it? What did you learn from the book? How did the concepts in the book contribute to your education and personal development?

Excessive errors in spelling, grammar, or word usage will result in reduced credit for the review. It is strongly recommended that you have a knowledgeable friend or colleague read your review and offer feedback on writing style and mechanics.
Course File
On the final day of class, students will submit a file (use a standard office file folder) containing materials to be used to determine the course grade. The file should contain the following materials in the order listed (front to back) depending on the grade desired:

1. Course contract.
2. Nine essays on prescribed topics
3. Course journal.
4. One-page outline of oral presentation.
5. Book review.

Grading:
This is a letter-graded course: A, B, C, D or F.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance and class participation</td>
<td>During class sessions</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>During class sessions</td>
</tr>
<tr>
<td>Essays</td>
<td>Last class session – October 25, 2015</td>
</tr>
<tr>
<td>Course File (described above)</td>
<td>October 25, 2015</td>
</tr>
<tr>
<td>Book review</td>
<td>Postmarked no later than three weeks following last class session, November 15, 2015</td>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>780-800</td>
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<tr>
<td>B</td>
<td>600-799</td>
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<tr>
<td>C</td>
<td>310-599</td>
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<tr>
<td>D</td>
<td>200-309</td>
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<tr>
<td>F</td>
<td>199+</td>
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Note: Attendance at all classes and submission of coursework according to assigned deadlines is required. You must coordinate, in advance of the on-site seminar, any foreseen deviations from the attendance or coursework submission requirements with the instructor for approval. Failure to meet or coordinate deviations from the attendance guidelines with the instructor may result in a lower grade being assigned. Failure to meet or coordinate deviations from the coursework submission requirements may result in a grade of "I" (incomplete) or "U" (unsatisfactory) being assigned, or the work not being accepted. As your professor, I understand the workload and associated issues involved in teaching to a military audience and will do everything I can to help you meet your educational goals. Call on me if I can be of assistance.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Please arrive on time for class. Students who arrive late for class violate the University of Oklahoma policy on the total number of teacher-student contact hours required for award of graduate credit in the intensified teaching format. Additionally, such students jeopardize their chance for a higher grade by missing lecture material and decreasing their part in class participation.
Approved Reading List for Current Social Problems

Note: Choose one of the books below that you have not read before and read it. A book not listed may be substituted with prior approval of the instructor. Any book by a social reformer (e.g. Martin Luther King) about a social phenomenon (e.g. war—The Greatest Generation) or dealing with a social issue (e.g. Cokie Roberts-We Are Our Mothers’ Daughters) may be selected. Suitable books can readily be found in the bookstore on Base or on the Internet (e.g. Amazon.com or BarnesandNoble.com for new books and Bookfinder.com for used or out of print books). Be sure to check out www.Bookfinder.com. It is an excellent source with prompt service. Books also will be sent promptly from the OU library if requested—see instructions at http://libraries.ou.edu/help/kb/default.aspx?cpath=0&qid=97. Some of the books on the list are recent. Others are older, but still very relevant and well worth reading.

- The Power Elite. C. Wright Mills and Alan Wolfe, 2002
- Black Like Me. John Howard Griffin, 2003. As an experiment, a white man colors his skin and experiences treatment that Blacks were subjected to in the late 1950s. Originally published in 1961.
- In Their Own Behalf: Voices From the Margin. Charles H McCaghy (Ed), 1968.
- Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself. Frederick Douglass, 1881.
• Girls of Tender Age. Mary-Ann Tirone Smith, 2007. A memoir in which she alternates her own experiences as a child growing up in 1950s Hartford, Conn., with chapters on Robert Nelson Malm, who was tried and executed for the rape and murder of one of her fifth-grade classmates.


• Thinking About Crime, James Q. Wilson, 1992. Argues that criminal activity is largely rational, shaped by rewards and penalties it offers versus the outcome of other available activities.

• The Social Transformation of American Medicine, Paul Starr, 1982. Winner of the 1983 Pulitzer Prize and the Bancroft Prize in American History, this is a landmark history of how the entire American health care system of doctors, hospitals, health plans, and government programs has evolved over the last two centuries.


• Is There No Place On Earth for Me? Susan Sheehan, 1982. Chronicle of young woman's long struggle with schizophrenia.


• Street Woman. Elanor Miller, 1986. In this well done study, Eleanor Miller analyzes the social organization of street hustling and the lives of the women involved in it


• The Way We Really Are: Coming to Terms with America’s Changing Families. S. Coontz, 1998.


• The Age of Terrorism. Walter Laquer, 1997.

• The Urban Villagers: Group and Class in Italian Americans. Herbert Gans, 1982.


• Angela’s Ashes. Frank McCourt, 1996 Memoir of a childhood involving parental alcoholism and child abuse.


• The WPA Oklahoma Slave Narratives. T. Lindsay Baker and Julie P. Baker, 1996.

• Augusta, Gone: A True Story. Martha Tod Dudman, 2001. Memoir about being mother to a teenage daughter, who lies, runs away and uses drugs.


• Her Own Woman: The Life Story of Mary Wollstonecraft. Diane Jacobs, 2000. One of the founders of the feminist movement.


Current Problems Grade Contract

Name: ____________________________________________

Date: ____________________________

The grade I wish to earn in this course is a/an __________

To accomplish this, I will:

Attend ______ class sessions and actively participate in discussions

Write nine required essays __________

Keep a class journal __________

Make an oral presentation in class on the following social problem

___________________________________________

Write a book review on the following book ___________________________________________

Instructor’s approval ____________________________ Date: ____________________________

Student Contract Report

I fulfilled all of the terms of the contract above ______

OR

I fulfilled all of the terms above, with the following exceptions. ___________________________

Based on this my grade should be _________ Date: _____________

If there are discrepancies, I can be reached at __________________________

Instructor’s Report

My records agree completely with the report above __________

My records agree with the report above with the following exceptions ___________________________

Final Grade __________

________________________________________

Instructor
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at [http://integrity.ou.edu/students_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at [http://studentconduct.ou.edu/](http://studentconduct.ou.edu/)

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: [http://www.goou.ou.edu/](http://www.goou.ou.edu/)
INSTRUCTOR VITAE
C. Eugene Walker, Ph.D.

Education

- 1960 BS, Psychology (summa cum laude with special honors in Psychology), Geneva College.
- 1963 MS, (Major) Clinical Psychology (Minors) Experimental Psychology & Sociology, Purdue University.
- 1965 Ph.D., (Major) Clinical Psychology (Minors) Experimental Psychology & Sociology, Purdue University.

Current Positions

- Advanced Programs professor since 1996
- President Psychological Consultants, Inc.
- Professor Emeritus University of Oklahoma Medical School

Previous Positions

- 1964- 1968 Assistant Professor of Psychology and Chairman of the Division of Psychology, Education, and Athletics, Westmont College, Santa Barbara, California.
- 1968-1974 Associate Professor of Psychology, Baylor University, Waco, Texas.
- 1974-1995 Professor and Director of Pediatric Psychology Training, University of Oklahoma Medical School and Co-Chief of Mental Health Services, Oklahoma Children's Hospital, Oklahoma City.

Frequently Taught Advanced Programs Courses

- HR 5093 Introduction to Graduate Study in Human relations
- HR 5013 Current Problems in Human Relations
- HR 5113 Stress Management

Representative Publications and Presentations


Representative Honors and Awards Received

- Rufus G. Hall Outstanding Professor, College of Liberal Studies, 2011
- Kenneth Cook Faculty Achievement Award, OU College of Liberal Studies, 2006
- Oklahoma Psychological Association, Distinguished Psychologist Citation, presented at the Oklahoma Psychological Association Fall Convention, Oklahoma City, OK October 25,1996.
- Society of Pediatric Psychology Distinguished Service Award, presented at the American Psychological Association Convention, August, 1996.
- Award of Appreciation from Psychology Interns, University of Oklahoma Health Sciences Center, 1995-96.
- President, Society of Pediatric Psychology, 1986.
• Gordon H. Deckert, Award for Sustained Excellence in Departmental Educational Endeavors, Department of Psychiatry and Behavioral Sciences, University of Oklahoma Health Sciences Center, 1988.
• Excellence in Classroom Teaching Award, presented by the Biological Psychology Students, Department of Psychiatry and Behavioral Sciences, University of Oklahoma Health Sciences Center, 1984.
• President of Section for Continuing Professional Development, Division of Clinical Psychology, American Psychological Association, 1974.

Major Professional Affiliations

• American Psychological Association -(Elected Fellow, 1977)
• Southwestern Psychological Association -(President, 1977)
• Oklahoma Psychological Association -(President, 1983)
• American Association for the Advancement of Science (Life Member)
• Licensed Psychologist, State of California (inactive), State of Texas (inactive), and State of Oklahoma (inactive)