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

Course Title:
Current Problems in Human Relations

Course Number:
HR 5013-103

Course Description:
This course examines current social problems confronting the individual, the nation, and the world. The course utilizes an interdisciplinary systems approach in discussing the causes and possible resolutions of these issues. The course includes class reading, in-class exercises, class discussion, oral presentations, and group projects. A wide variety of instructional approaches and techniques will be employed throughout the course.

Class Dates, Location and Hours:

Dates: September 16-18 & 23-25, 2011
Location: 3281 Sheridan Road, Fort Sill, Oklahoma.
Hours: Fri 5:30-9:00 p.m., Sat 9:00 a.m.-5:00 p.m.; Sun 12:00-4:00 p.m.
Last day to enroll or drop without penalty: August 18, 2011

Site Director:
Tamara Sutteer. Assistant: Anita Bailey. Phone: 580-355-1974; Fax: 580-351-9674; E-mail: apftsill@ou.edu

Professor Contact Information:
Course Professor: Dorscine Spigner Littles, Ph.D.
Mailing Address: University of Oklahoma
Department of Human Relations
Physical Sciences Building, Room 709
Norman, OK 73019
Telephone Number: (405) 325-6405
Fax Number: (405) 325-4402
E-mail Address: dslittles@ou.edu
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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

**Course Objectives:**

This course provides students with the means to understand the nature and extent of social problems in American society and the world. By learning the interrelationships between social problems and the organization of society, students will be able to understand the essence of current social problems and therefore effectively deal with various social issues as informed citizens committed agents for change. Upon successful completion of this course, students will be able to:

- learn the interrelationships between social problems and the organization of society;
- understand the nature and extent of problems in various institutions of the United States such as the family, education, the economy, and government;
- articulate the essence of current social problems that exist in American society in regards to poverty, ethnic issues, gender, sexuality, drug use, and crime and violence;
- grasp the nature and extent of global problems such as international inequality, population growth, and international conflict and terrorism; and
- understand how various social problems are related to each other.

**Assignments, Grading and Due Dates:**

1. Students should read the text prior to the start of class and must attend all classes and be actively involved in the course.

2. Topics Papers and Discussion Questions. The textbooks discuss fourteen topics which the authors have identified as social problems. I have included on this syllabus the topics, related articles from the texts and questions related to the topics. You are to select one question from each topic to answer. Your answers should not be more than 2 pages per topic. To be specific, including the first question, “How do we become aware of social problems?” you are to write fifteen papers that are to be 1-2 pages in length. The questions are designed to help you integrate the material by reflecting upon applications and implications of the readings. **The topics papers constitute 25% of your final grade. Due First weekend of class.**

3. **Class Participation.** Also, you are expected to participate in class discussions by discussing the papers you have written on the various topics. This forum is your discussion, designed for you to create knowledge and meaning, and to educate each other. The group is a learning community. Through your writings, you will present the lens through which you view social problems. **This is the class participation that will determine 25% of your final grade.**

4. **Book Review of a Social Problem.** You are to select a book that addresses a social problem and write a review of the selected book. Your selection must be a book other than the textbooks. Examples of socially relevant books are Savage Inequalities by Jonathon Kozol, The Other Side of the River by Alex Kotlowitz, or any relevant book of your choice. You should identify 3 major points or arguments by the author and then compare and contrast them with the concepts you have learned in the class through the readings of the text, other research and/or your life experience. **This assignment constitutes 25% of your grade. Due last day of class.** More specific information about writing the book review is included on this syllabus.

5. **Internet Research of a social problem.** You are to locate a web site that is dedicated to researching, reporting and developing policies and/or finding solutions for a selected social problem.
You are to write a report about the web site and the report should cover the following:

a) Provide an overview of the site. What is covered on the site?
b) Connect the site directly to the social problem that you are studying. How is this site addressing the social problem?
c) Decipher policy (guiding principles) or practical implications of material on the site. These implications are based on what you are learning and thinking.
d) Provide a solution to ease the social problem, which you have derived via your exploration of the site. This solution is your own analysis based on what you are learning and thinking.
e) Evaluate the adequacy of your site. Criteria for evaluating sources or your site will be given before class begins. After reviewing details on each criterion, draw a sub-conclusion about the adequacy of the site overall.
f) Your paper should provide comprehensively analyzed structural solutions to the social problem and should explain and interpret main points and evidence with your own analytic voice. **This assignment constitutes 25% of your grade. Due first weekend of class.** More specific information about analyzing a web site is included on this syllabus.

Grading: This is a letter-graded course: A, B, C, D, or F. A= 100-90; B=89-80; C=79-70.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics Papers and Discussion Question</td>
<td>25 Points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25 Points</td>
</tr>
<tr>
<td>Internet Research of a social problem</td>
<td>25 Points</td>
</tr>
<tr>
<td>Book Review of a Social Problem</td>
<td>25 Points</td>
</tr>
</tbody>
</table>

Grading in the course will be based on the following definitions:

A = Student excels in completing the requirement – has gone substantially above and beyond the basic requirements to show an outstanding level of competence and effort.

B = Student demonstrates very good performance (i.e., satisfactory competence and effort at a graduate level).

C = Student performs just at or below the minimally acceptable level of required competence and effort (less than expected at a graduate level).

D/F = Student performs substantially below minimally acceptable standards of competence and effort, completes unacceptable work, or does not complete the assignment.

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.
Topics Assigned Readings. Listed below are the readings and questions related to the discussion topic. You are to select one question to answer. Your answers should not be more than 2 pages. The questions are designed to help you integrate the material by reflecting upon applications and implications of assigned readings.

You should write thoughtful comments connected to each reading assignment. Please feel free to weave in other reading you are doing, current events, or other observations about social problems as they apply to the topics. The comments should capture your responses and reactions to the articles and should make specific references to the readings and their content. The comments are a key way to demonstrate that you are integrating the information into your thought process, and learning from them in ways that are professionally and personally meaningful. One way to start is by identifying new concepts, definitions, and/or models provided by the readings. Also, you can reflect about the new information that you gained from the readings (e.g., what did you learn that week? What should you study more to enhance your knowledge? What are your doubts and how does this information connect to your own life, interests, observations, and/or experiences.

You may address other questions such as: What questions or issues do the readings raise for you? What connections do you see among the readings? What associations do you see with prior readings or with other material you have read? How does what you have read either clarify something you have been wondering about or make you more confused? Why is a particular writer completely off base? Why is she or he on target? What ideas or questions relevant to issues of personal or professional concern for you were raised? Two general questions you might think about in considering any particular article(s) or the full set of readings for a topic are:

- What three things did you learn that you didn't know before?
- What three things would you still like to know?

It should be evident from your written comments that you have read the readings, thought about them, and can apply them in meaningful ways.

**Introduction to the Course**

- Readings: Eitzen
  - *U. S. Social Problems in Comparative Perspective*, D. Stanley Eitzen
  - *The European Social Model*, T. R. Reid
  - *The Swedish Welfare State*, D. Stanley Eitzen

- Readings: Skolnick and Currie
  - Preface
  - Introduction: Approaches to Social Problems

- Discussion Question:
  - How do we become aware of social problems?

**Corporate Power and Inequality**

- Readings: Eitzen
  - *Inequality: USA vs. Other Industrial Nations*, Americans for Democratic Action
  - *The Coming Era of Wealth Taxation*, Gar Alperovitz

- Discussion Question: Briefly discuss how economic and political inequalities are threats to global security.
Inequality

- **Readings**: Skolnick and Currie
  - Dean Baker: *Increasing Inequality in the United States*
  - Center for American Progress: *From Poverty to Prosperity*
  - Elliot Liebow: *Day by Day: The Lives of Homeless Women*
  - David Wessel: *As Rich-Poor Gap Widens in the U.S., Class Mobility Stalls*
- **Readings**: Eitzen
  - *Is There Hope for America’s Low-Income Children?*  Lee Rainwater and Timothy M. Smeeding
- **Discussion Question**: What social policies might prevent the creation of a permanent underclass?

Racism

- **Readings**: Skolnick and Currie
  - Michael K. Brown et al: *The Roots of White Advantage*
  - Sentencing Project: *Schools and Prisons*
  - Daniel Golden: *At Many Colleges, the Rich Kids Get Affirmative Action*
  - Aviva Chomsky: *They Take Our Jobs*
- **Discussion Question**: What is institutionalized discrimination and how does institutionalized discrimination contribute to ongoing social inequality?

Sexism

- **Readings**: Skolnick and Currie
  - The Economist: *The Conundrum of the Glass Ceiling*
  - American Association of University Women: *Drawing the Line: Sexual Harassment on Campus*
  - Peggy Orenstein: *Learning Silence*
- **Discussion Question**: What are some sources of gender inequality and what can be done to combat gender inequality?

Sexual Orientation

- **Readings**: Eitzen
  - *Social Shift Opens Door to Gay Marriage Plan (Canada)*, Clifford Krauss
  - *Gay Rights and European Citizenship*, Joydeep Sengupta
- **Discussion Question**: Do you think homosexuality is a social problem? Why or why not? If you were a politician or social policy maker, what would your position be on this issue? Do you think your "official" position would differ from your personal feelings? Why or why not?

The Family

- **Readings Skolnick and Currie**
  - Arlene Skolnick: *Beyond the ‘M’ Word: the Tangled Web of Politics and Marriage*
  - Sharon Lerner: *The Kids Aren’t All Right*
  - Brittany Shahmehri: *More Than Welcome: Families Come First in Sweden*
- **Readings**: Eitzen
  - *Caring for Our Young: Child Care in Europe and the United States*, Dan Clawson and Naomi Gerstel.
• Discussion Question: Select one question to discuss:
  o Why do you think divorce rates are so high and would making divorce harder to get help to solve the social problem of divorce? Why or why not?
  o Dual wage-earning couples sacrifice family values and harm their children's development. Share your thoughts about this subject.

The Aged
• Readings: Eitzen
  o As Good As It Gets: What Country Takes the Best Care of its Older Citizens? Mike Edwards
  o We Should Rejoice in an Ageing Society, So Long as We Plan Properly for It,” Hamish McRae
• Discussion Questions: Select one question to discuss
  o The social security system should continue to serve the nation's elderly whatever the cost. Share your thoughts about this subject.
  o What social policy would you propose in order to offer elderly people the opportunity to work, while still ensuring adequate employment opportunities for the young?

Environment
• Readings: Skolnick and Currie
  o James Gustave Speth: A World of Wounds
  o Steve Lerner Diamond: A Struggle for Environmental Justice in Louisiana
  o Union of Concerned Scientists: Smoke, Mirrors, and Hot Air
• Readings: Eitzen
  o Wind Power Picks Up as It Crosses the Atlantic, Ellen Hale
  o The $6.66-a Gallon-Solution, Simon Romero
  o The European Dream, Jeremy Rifkin
• Discussion Question: Select one question to discuss.
  o What is sustainable economic growth?
  o Is unrestrained capitalism inherently detrimental to the environment?
  o How does short-run economic gain endanger the environment?

Cities
• Readings: Eitzen
  o How London Fixed It’s Traffic Woes, Malcolm Wheatley
  o New Lessons from the Old World, Jay Walljasper
  o Suburbia Stays in the Neighborhood, Haya El Nassar
• Discussion Question: Identify one to two viable solutions to the problems of cities.

Work and Welfare
• Readings: Skolnick and Currie
  o Pierette Hondagneu-Sotelo: Domestica
  o Peter Edelman, Harry Holzer, and Paul Offner: Reconnecting Disadvantaged Young Men
  o Herbert Gans: The Underclass Label
  o *Sharon Hays: Flat Broke With Children
• Readings: Eitzen
  o Europe’s Work Time Alternatives, Anders Hayden
  o Finland Experiments with a Six-Hour Workday: A Family Friendly Policy? Ellen Mutari and Deborah M. Figart
  o Europeans Just Want to Have Fun, Michael Elliott*
Discussion Question: Many myths and stereotypes—and many theories—exist about the poor and the causes of poverty. Sociological explanations for poverty focus on societal needs and social forces. In one view, poverty is an outcome of longstanding conflict between haves and have-nots; in another, poverty is actually functional for society. Structural arrangements, such as official unemployment and the stipulation of a poverty line, have the effect of limiting opportunities and justifying social inequality. Thus, poverty is perpetuated through class discrimination and unequal opportunities for upward mobility. Programs and policies for addressing problems of poverty and work are seen as themselves problems. Comparing international societies and the United States, what are some solutions to the “poor” becoming a more viable part of the workforce?

Problems of Health, Illness, and Health Care Delivery

Readings: Skolnick and Currie
  - Susan Starr Sered and Rushika Fernandopulle: Sick Out of Luck
  - Commonwealth Fund: Why Not the Best?
  - Lillian Rubin: The Untold Health Care Story: How They Crippled Medicare

Readings: Eitzen
  - International Health Systems, Physicians for a National Health Program
  - Health Care Facts, Toronto Health Coalition

Discussion Question: The bioethics of transplants, genetic screening, gene therapies, reproductive technologies, physician-assisted suicide, and euthanasia are among the many issues of health and medicine today. Decreasing access to care and rising costs of care are major problems. In the U.S. health care increasingly is provided on a for-profit basis only by the health maintenance organizations, hospitals, pharmaceutical companies, and insurance companies on which health care access, delivery, and quality depend. Please discuss one of the following questions.
  - Should reforms be made in the American medical establishment to promote a better health care system?
  - Overall, how would you "grade" our current health care delivery system in the United States?
  - What reforms do you think should occur in the medical community?

The Schools

Readings: Skolnick and Currie
  - *Jonathan Kozol: The Shame of the Nation
  - Ellen Mutari and Melaku Lake: Class Conflict: the Rising Costs of College
  - *Lawrence Mishel and Richard Rothstein: Schools as Scapegoats
  - Jennifer Washburn: Hired Education

Readings: Eitzen
  - Early Childhood Education and Care: International Perspectives, Sheila B. Kamerman
  - Denmark: Lessons for American Principals and Teachers? Richard Morrill
  - Globalization and Education: What Students Will Need to Know and Be Able to Do in the Global Village, R. D. Nordgren

Discussion Question: In the U.S. today, problems of education relate to funding, teacher quality and the status of the teaching profession, student academic performance and standardized testing, racial imbalances and equal educational opportunity, and the curriculum in relation to labor force needs and global competition. New problems, such as teacher shortages, overcrowded and unsafe schools and unequal access to educational technology join other perennial issues in education such as gender bias and the bilingual education debate. The educational system as a social institution and individuals’ educational experiences and levels of attainment are key factors in addressing other social problems. Please select one question to answer.
  - One school of thought is that America’s schools serve as a “sorting machine” by categorizing students on the basis of their intellectual abilities and test scores. What are the consequences of tracking students and what is a solution to unequal education based upon tracking.
  - Another belief is that problems in education have more to do with the quality of teachers than with the students. What are thoughts on this subject?
Crime and Justice

- Readings: Solnick and Currie
  - Elliot Currie, *The Myth of Leniency*.
  - Pew Foundation: *One in 100*
  - Ken Silverstein, *Unjust Rewards*.

- Readings: Eitzen
  - *Crime Comparisons between Canada and the United States*, The Daily
  - *Deaths Reflect Gun Use in U. S.*, Michael Booth
  - *Reducing Crime by Harnessing International Best Practices*, Irvin Waller and Brandon C. Welsh

- Discussion Question: Please answer one of the following questions.
  - What is the importance of anomie theory in terms of understanding criminal behavior? How might this perspective point to a solution to the crime problem?
  - How does conflict theory contribute to our understanding of the crime problem and possible solutions?
  - What can be learned about the crime problem and possible solutions by employing differential association theory?

Individual Deviance: Drugs

- Readings: Eitzen
  - *Does Europe Do It Better: Lessons from Holland, Britain and Switzerland*, Robert J. MacCoun and Peter Reuter
  - *The Netherlands’ Drug Policy*, Robert Keizer*

- Discussion Question: Many social problems involve the concept of deviance in relation to a society’s system of social control. These problems overlap significantly because the social and cultural factors that contribute to deviant or antisocial behaviors are complex and deeply interrelated. Juvenile delinquency and street crime, for example, may be linked to youth gang and organized crime activities; the availability of guns, alcohol, and drugs; poverty, unemployment, and lack of economic opportunity; racism; family instability and domestic violence; school failure; and the influence of mass media. Issues within the criminal justice system itself add to the social problems of crime, violence, and drugs. Some theorists believe that crime prevention could be enhanced by the legalization of some drugs and victimless crimes. Discuss your thoughts on this theory.

America in the World

- Readings: Solnick and Currie
  - Chalmers Johnson: *Blowback*
  - Michael T. Klare: *Oil, Geography, and War*
  - 9/11 Commission: *What to Do? A Global Strategy Against Terrorism*

- Discussion Question: Discuss your reactions to one of the articles.
CURRENT PROBLEMS EVALUATION OF INTERNET SITE

Assessment of your Internet Site Report:

- Follow all five guidelines below in reviewing your internet site.
- Use APA writing criteria guide
- The criteria for evaluating sources are listed below. These criteria will help you conduct a thorough and balanced evaluation.
- Introduce your report, and provide a thesis statement and conclusion based on what your report has uncovered.

Report Guidelines:

1. Overview the site, or the portion of the site you are focusing on if it is a large and lengthy site. What is covered on the site? In addition to coverage or breadth, support your points and generalizations with evidence, explanation, and examples from the site (depth).
2. Connect the site directly to the social problem that you are studying. How is this site addressing your social problem, i.e. poverty, homophobia, homelessness, racism and inequality, or inequality in education, depending on problem you are studying?
3. Decipher policy (guiding principles) or practical implications of material on the site. These implications are based on what you are learning and thinking.
4. Provide a solution to ease the social problem, which you have derived via your exploration of the site. This solution is your own analysis based on what you are learning and thinking.
5. Evaluate the adequacy of your site. The criteria for evaluating sources are listed below-- after reviewing details on each criterion, draw a sub-conclusion about the adequacy of the site overall.

Evaluating Sources:

Not all sources are equally adequate! Evaluate your sources according to the following criteria. Problems within and across criteria should be kept in mind when deciding if and/or how to use sources. For example, knowing the bias of an author helps you to translate the information but doesn’t necessitate throwing out the source; however, an extremely biased source with sweeping generalizations may require that you not include such a source. Note that not all actions must be performed under each criterion to conduct a thorough evaluation of a source. Consider as many as you can, depending on which apply to your source. Check the last criterion first, or you may have to go back to the drawing board! Draw a conclusion at the end of your evaluation about the adequacy of the site.

A. ACCURACY: You are doing well evaluating accuracy of a source if you are
   - locating ways to verify the accuracy of the information (e.g., reference list or other knowledge that you have)
   - evaluating whether information is specific enough to verify
   - analyzing the logic of the author’s analysis
   - determining whether the conclusion flows from the analysis or material
   - research study: is the author tapping what he/she intended to (validity)?

B. AUTHORITY: You are doing well evaluating authority of a site if you are
   - finding the author as listed on the site or its links
   - describing the qualifications of the author as listed on the site or its links

C. OBJECTIVITY: You are doing well evaluating objectivity of a site if you are
   - articulating the goals and aims of the persons or groups presenting the material on the site, and placing those in context (i.e., are the goals or aims serving to add to knowledge on the subject?)
   - detecting whether a bias colors the analysis or whether the author is on a soapbox (e.g., one-sided analysis or heavy dependence on emotional language and terms)
D. CURRENCY: You are doing well evaluating currency of a site if you are
   • locating the dates when the site is last updated
   • concluding whether currency of the information is relevant to the question

E. COVERAGE: You are doing well evaluating coverage on the site if you are
   • locating background material for the information
   • concluding to what depth the author is exploring the topic
   • determining how thorough the description and/or analysis is
   • analyzing whether the design and sampling in a research study are suitable for the question
   • deciding whether there is enough evidence to support the generalizations or main points
   • evaluating whether the conclusion can be made on the basis of the material presented

F. EASE OF NAVIGATION: You are doing well evaluating navigability of the site if you are
   • able to get around the site and its internal links fairly easily: are there clear and prominent icons on the home page to internal links? is there a search function for finding what you need on the site?
   • determining if the site and its links are organized in a logical fashion

G. RELEVANCE: You are doing well evaluating relevance of the site if you are
   • deciding whether the site is relevant to your assignment or objective
   • concluding whether or not the site material helps you to analyze your topic or make a point that supports your thesis.
The following is the outline for the book review—the review should be double spaced and not exceed 10 pages. Use American Psychological Association (APA) format and referencing as appropriate.

1. Cover sheet includes your name, class, and date of submission, as well as the title of the book, author, year of publication, and total number of pages.
2. Discuss how this book is relevant to the course.
4. Describe the strength(s) of the book. Give examples. If you liked the book, give your reasons. If not, why not? Cite specific evidence from the book to support your statements.
5. Be critical of the book. What are its shortcomings? Where can you take issue with the book or author’s message? Why?
6. Search the writer’s thinking. Discuss one of the assumptions that the author makes. What are your thoughts on the subject? Elaborate.
7. Discuss at least one important fact (not limited to one) you learned from reading this book. Think hard—a new view, idea or notion is important here.
8. If you had a chance to visit with the author, what would you say to him or her? What list of questions would you take with you?
9. Find a good quote and directly quote this portion from the book. This might be a part worth remembering or thinking about or sharing with someone.
10. What were your thoughts and feelings as you read the book? Do not repeat questions above. Be straightforward and share your insights, suggestions, etc.
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. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
- assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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.

Copyright

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/
INSTRUCTOR VITA
Dorscine Spigner-Littles, Ph.D.

Education
1985 Ph.D. in Higher Education Administration, University of Oklahoma

Current Positions
- Advanced Programs Professor since 1994
- Associate Chair/Associate Professor, Department of Human Relations, University of Oklahoma

Frequently Taught Advanced Programs Courses
- HR 5033 Leadership in Organizations
- HR 5083 Seminar In Group Dynamics
- HR 5093 Introduction to Graduate Studies in Human Relations
- HR 5113 Racial Diversity In Organizations

Representative Publications and Presentations

Representative Honors and Awards Received
- Appreciation Award, Minority Graduate Student Association, 1993
- Outstanding Young Woman of America Award, 1982
- Minority High Academic Achievement Award, 1977-80

Major Professional Affiliations
- National Research Conference on African and African American Studies
- Strategic Planning Committee Research and Graduate Programs
- Quarterly Forum on Issues Facing the African American Community
- General Education Committee
- African American Studies Committee