



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5013-221: Current Problems in Human Relations

Course Description:

American society continues undergoing rapid and significant changes. Some of these involve and produce stressful conditions for individuals, groups, and institutions. These changes and conditions set the stage for the emergence of human relations problems.

This course is designed to expose students to an in-depth and systematic analysis of some of the major human relations problems faced by society. Specifically, this course concentrates on the problem areas of social justice and inequality (class, race, and gender) and inter-group tension (multicultural and multinational). In addition, major change strategies are identified, analyzed, and assessed relative to past and future effectiveness. Contextual, demographic, and statistical data are integrated throughout to inform the discussion and facilitate understanding.

Class lectures, reading, and discussions will allow us to explore major conceptual frameworks and perspectives. A wide variety of instructional approaches and techniques will be employed throughout the course.

Class Dates, Location and Hours:

Dates: October 1 – 6, 2019

Location: Lakenheath, England. See Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: September 2, 2019

Site Director:

Email: aplakenheath@ou.edu . Phone: 44-1638-52-6186; DSN 226-6186.

Professor Contact Information:

Course Professor: Marilyn A. Durbin

Mailing Address: 502 Sequoyah Trail

Norman, OK 73071

Telephone Number: (405) 613-2710

Email Address: marilyn.a.durbin-1@ou.edu

Professor availability: The professor will be available via email 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 Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Eitzen, D. (2009). *Solutions to social problems: Lessons from other societies* (5th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9780205698349.
2. Skolnick, J., Currie, E & Skolnick, J.H. (2010). *Crisis in American institutions* (14th ed.). Boston, MA: Allyn & Bacon. ISBN 9780205610648.

Course Objectives:

As a result of this course, students will be able to:

- Identify structural conditions that contribute to societal problems and recognize the interrelationships between social problems and the organization of society.
- Recognize the nature and extent of problems in various institutions of the United States, such as the family, education, the economy, and government.
- Critically analyze the major issues, problems, and challenges of today's society.
- Recognize how race, class, gender, socio-economic and environmental factors affect perceptions of social problems and the related actions of people and organizations.
- Discuss the essence of current social problems that exist in America, in regard to poverty, ethnicity, gender, sexuality, drugs, crime, violence, economic status, and climate change.
- Identify alternative perspectives and perform a critical analysis of issues involving current human relations problems.
- Grasp the nature and extent of global problems, such as international inequality, population growth, climate change, international conflict, and terrorism;
- Recognize how various social problems are related to each other
- Analyze at least one issue using several perspectives of a problem, in terms of social, political, and economic inequalities: group and inter-group relations and conflict, and the associated dynamics of change.
- Include recommendations regarding changes or actions to resolve conflict and remedy social problems.

Course Overview

This course provides students with the means to understand the nature and extent of social problems in American society and more broadly in 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 and committed agents for change.

Assignments, Grading and Due Dates:

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.

Grading:

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

A= 100-90; B=89-80; C=79-70.

Assignments

The following pages present fourteen major topics associated with several major social issues. Listed below are the readings and questions related to these topics.

You will discuss several of these topics in three major formats:

- 1. Through individual work in the preparation of two three-page papers, written with the quality expected of a graduate student and due on Friday, prior to the beginning of the class weekend sessions**
- 2. Through in-class work- group sessions, resulting in brief written explanations and several group presentations, and**
- 3. Through each student's completion of a longer paper, to involve a minimum of five pages, due two weeks following the completion of the class sessions.**

Details about the two three-page papers:

Select two topics out of the six noted and write two three-page papers from the following:

1) The Family, (2) The Aged, (3) Sexism and homophobia, (4) Schools, (5) Problems of Health, Illness, and Health Care Delivery, and (6) Illegal Drugs and the Addicted

Please recognize that the substantive sections of a paper and the number of required pages do not include the cover sheet or end notes. A three-page paper will contain a cover sheet and end notes, but these do not count as the content of the three pages required. These papers should reflect the quality of work expected of a graduate student. The two short papers will be due on the Friday before the weekend sessions. **This represents 25% of your total grade.**

Details about work-group topics, group written explanations and group presentations:

Depending upon the number of people in the class, students will form work-groups of approximately four to five students each. Throughout the week we are together, the groups will meet periodically to address some of the following topics: (1) Corporate Power and Inequality, (2) Inequality, social fragmentation, and intergroup conflict, (3) racism, (4) work and welfare, (5) The environment and Climate Change, and (6) Crime, Justice, and Mass incarceration. They will review their readings, bring in additional sources, and select at least one of the topics noted above and/or combine some of these. Subsequently, each group will analyze the issue, identify and prepare to explain underlying and possible causal elements of the problem, and identify potential remedies or actions to change socio-economic problems and resolve related conflict. Depending upon the size of the class and time, we may address more than one topic area per group. **This represents 25% of your total grade.**

Details about the post-class paper.

This paper should reflect a comprehensive analysis and clear explanation of the social problem selected. You may select any of the major topics addressed in this syllabus. The paper should reflect the quality expected of a graduate student, including correct grammar, correct punctuation, and clarity. The paper should demonstrate critical thinking and clear explanations of contributing factors involved in the social problem, as well as descriptions of relevant history and social dynamics. More details will be provided during class. The paper will be due two weeks after the conclusion of the class sessions. Students will send the paper to me through email and will include the course title or number in the subject line. **This represents 25% of your total grade.**

Class Participation:

You are expected to participate in class discussions and group work. 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 and group presentations, you will present the lens through which you view social problems. **This is the class participation that will determine 25% of your final grade.**

General Considerations when preparing responses to the questions

These 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, current events, or other observations about social problems as they apply to the topics. Your comments should capture your responses and reactions to the articles and should make specific references to the readings and their content. Your comments also involve your demonstrating 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 writer completely off base? Why is she or he on target? What ideas or questions involved issues of personal or professional concern for you?

Two general questions you might think about as you consider 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

Introductory Readings:

Readings: Eitzen

- Preface
- Introduction
- *U. S. Social Problems in Comparative Perspective*, D. Stanley Eitzen
- *The European Social Model*, T. R. Reid
- *The Swedish Welfare State*, D. Stanley Eitzen
- *How Canada Stole the American Dream*, Duncan Hood

Readings: Skolnick and Currie

- Preface
- *Introduction: Approaches to Social Problems*

Discussion Question:

What major social problems seem most important to you right now? How do we become aware of social problems? What do we do to determine the scope and underlying causes of those problems?

Corporate Power and Inequality

Readings: Skolnick and Currie

- Mark Zepezauer: *Take the Rich off Welfare*
- Robert S. McIntyre: *Tax Cheats and Their Enablers*
- Neil Postman & Steve Powers: *The Commercial*
- John Luoma: *Water for Profit*

Readings: Eitzen

- *Income and Wealth Inequality*, Americans for Democratic Action
- *Inequality Here and There*, Claude S. Fischer, Michael Hout, Martin Sanchez, Jankowski, Samuel R. Lucas, Ann Swidler, and Kim Voss

Discussion Question

Briefly discuss how economic and political inequalities are threats to global security.

Inequality

Readings: Skolnick and Currie

- Barbara Ehrenreich: *Nickel-and-Dimed: On (Not) Getting by in America*

- Tamara Draut and Javier Silva: *Generation Broke: The Growth of Debt among Young Americans*
- Dale Russakoff: *Retirement's Unraveling Safety Net*
- Robert Kuttner: *The Squandering of America*
- 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

- Poverty, *Work and Policy: The United States in Comparative Perspective*, Gary Burtless and Timothy M. Smeeding
- *How Other Countries Fight the War on Poverty*, Sid Ryan

Discussion Question: Please select one question to answer:

- What social policies might prevent the creation of a permanent underclass?
- Discuss the interaction of race and social class in determining one's life chances in the US.
- Equation of racism – Prejudice = Discrimination; Discrimination + Power = Racism. What is institutional racism?

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: Please select one question to answer:

- What is institutionalized discrimination and how does institutionalized discrimination contribute to ongoing social inequality?
- Discuss the conservative and liberal views on racial inequality
- Is inequality acceptable?

Sexism and Homophobia

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*

Readings: Eitzen

- *Europe Crawls Ahead*, Megan Rowling
- *Gender Equality in Sweden*, Swedish Institute
- *Social Shift Opens Door to Gay Marriage Plan (Canada)*, Clifford Krauss
- *Gay Rights and European Citizenship*, Joydeep Sengupta

Discussion Question: Please select one question to answer:

- 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?
- What are some sources of gender inequality and what can be done to combat gender inequality?
- What can be done to reduce family violence?
- Discuss the "institutional" discrimination against gays, lesbians, bisexual, and transgender people that exists within American society. Provide examples.

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

- *Atlantic Passages: How Europe Supports Working Parents and Their Children*, Janet Gornick.
- *The Father Generation*, Rainer Stumpf
- *Teen Pregnancy: Trends and Lessons Learned*, Heather Boonstra

Discussion Question: Select one question to discuss:

- 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?
- Dual wage-earning couples sacrifice family values and harm their children's development. Share your thoughts about this subject.
- A functionalist view would argue that the family is a “preserver of social stability”. Conflict theorists would argue that the family is a repressive institution perpetrating the power of men over women. Some sociologists, like David Popenoe, argue that modern American society has placed emphasis of personal individualism and fulfillment above family responsibilities and that this has hurt American children.
- Which of the three arguments do you most agree or disagree with and why?

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 in Advanced Industrialized Countries*, Sheila B. Kamerman
- *Learning from South Korean Schools*, David J. Lynch
- *A World Transformed: How Other Countries Are Preparing Students for the Interconnected World of the 21st Century*, Vivien Steward

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 discuss:

- 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?

The Aged

Reading: Eitzen

- *As Good As It Gets: What Country Takes the Best Care of its Older Citizens?*, Mike Edwards
- *We Should Rejoice in an Ageing Society, So Long as We Plan Properly for It*, Hamish McRae
- *We’re Not Finished with You Yet*, Gail Edmondson

Discussion Questions: Please select one question to discuss:

- The social security system should continue to serve the nation’s elderly whatever the cost. Share your thoughts about this subject.
- 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?

- Do you think that specific generations share a common experience that differentiates them and their age group from others in different cohorts? Can you observe any evidence of “generation gap” between your parents’ cohort and yours? How do you think growing up was different for parents than it was for you? In addition to technological changes, and the availability of more consumer goods, do you think values or norms have shifted also? If so, explain.
- What are some problems that confront people who are considered senior citizens?

The Environment and Climate Change

Readings: Skolnick and Currie

- James Gustave Speth: *A World of Wounds*
- Steve Lerner Diamond: *A Struggle for Environmental Justice in Louisiana*
- Union of Concerned Scientists: *Smoke, Mirrors, and Hot Air*

Readings: Eitzen

- *Flush with Energy*, Thomas L. Friedman
- *Scandinavia Gets Serious on Global Warming*, Bruce E. Johansen
- *The \$6.66-a Gallon-Solution*, Simon Romero

Discussion Question: Please select one question to discuss.

- What is sustainable economic growth?
- Is unrestrained capitalism inherently detrimental to the environment?
- How does short-run economic gain endanger the environment?

Cities

Readings: Eitzen

- *New Lessons from the Old World*, Jay Walljasper
- *I Love Paris on a Bus, a Bike, a Train, and in Anything but a Car*, Serge Schmemmann

Discussion Question: Please select one question to discuss. If you see related questions, you may address more than one of these:

- What are some problems identified with cities and Identify one to two viable solutions to the problems of cities
- What is gentrification and is it good or bad?
- Why are the poor concentrated in certain areas in cities?

Work and Welfare

Readings: Skolnick and Currie

- Pierette Hondagneu-Sotelo: *Domestica*
- Peter Edelman, Harry Holzer, and Paul Offner: *Reconnecting Disadvantaged Young Men*
- Herbert Gans: *The Underclass Label*
- Sharon Hays: *Flat Broke with Children*

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Readings: Eitzen

- *The Vanishing American Vacation*, Don Monkerud
- *The New WPA?* Ryan Dodd

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. Please select one question to discuss.

- Comparing international societies and the United States, what are some solutions to the "poor" becoming a more viable part of the workforce?
- Discuss the widening gap between the rich and poor in the U.S. and has it mattered which political party has held power in the past twenty years?

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
- *Has Canada Got the Cure?*, Holly Dressel

Discussion Question:

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 select one question to discuss.

- Are the reforms made under the Obama administration providing 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?

Crime, Justice, and Mass incarceration

Readings: Solnick and Currie

- Elliot Currie, *The Myth of Leniency*.
- Jerome H. Skolnick and John J. DiIulio Jr., *Wild Pitch: "Three Strikes You're Out" and Other Bad Calls on Crime*.
- Pew Foundation: *One in 100*
- Ken Silverstein, *Unjust Rewards*.

Readings: Eitzen

- *Lawless, But Gunless*, Ken MacQueen
- *Reducing Crime by Harnessing International Best Practices*, Irvin Waller and Brandon C. Welsh

Discussion Question: Please select one question to discuss.

- 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?

Illegal Drugs and The Addicted

Readings: Eitzen

- *Does Europe Do It Better: Lessons from Holland, Britain and Switzerland*, Robert J. MacCoun and Peter Reuter
- *Europe, Curing, Not Punishing*, Rick Steeves

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. Please select one question to discuss

- Discuss your thoughts on the above theory.
- Define deviance and give examples.

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.

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 making 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

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/>

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.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

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/>

INSTRUCTOR VITA

Marilyn A. Durbin, M.A., CPCC

Education

- Masters of Arts Degree (MA), Human Relations, University of Oklahoma
- Bachelors of Arts Degree (BA), Philosophy, University of Oklahoma
- Completion of extensive post-graduate, professional seminars over a thirty-seven-year timeframe from numerous internationally recognized associations and institutes, including several programs through NTL (National Training Laboratory, Institute in Applied Behavioral Science). These professional seminars and training programs involved human resource development (HRD) and organization development (OD) consulting. The latter included an emphasis in organizational change and development, process consultation, group facilitation, and supporting the development of effective teams.
- Most recently, she received extensive training over two-year period involving five multi-day workshops, small group and individual coaching, coaching supervision, as well as written and oral examinations. As a result of this process, she attained certification as a *Certified Professional Co-Active Coach* (CPCC) through the Coaches Training Institute (CTI). She has also received training and certification as a John Maxwell coach, teacher, and presenter and a founding member of the John Maxwell Team.

Current Positions

- Adjunct Assistant Professor, University of Oklahoma, Human Relations assistant professor, teaching through Advanced Programs from 1973 through 1985 and from 1995 through the present. She also taught undergraduate courses through the College of Liberal Studies (1997-2006).
- Executive director, *My God Mother's House*, a 501C3 nonprofit, which provides a transitional living house for women in re-entry from prison, with associated programs and services for resident and nonresident clients.
- This effort also includes work as the external volunteer facilitator of *Life Anew*. This program involves a series of personal growth and interpersonal skills workshops, delivered frequently for women incarcerated within the Oklahoma Department of Corrections' Mabel Bassett Correctional Center, a medium-security prison for women. For several years, during most Saturdays throughout each year, she facilitates these workshops in collaboration with several inmates who are experienced workshop facilitators and peer life coaches.
- Supervisor, True Energy, LLC. (She supervises a call center, employing inmates within Kate Barnard Correctional Center, a minimum-security prison for women in Oklahoma City).

Prior Positions

- Her experience includes management and professional positions in corporate, federal, state, and nonprofit organizations throughout a forty-seven-year time frame. Her background includes thirty years HRD management and specialist positions and internal organization development (OD) consulting in corporate and public organizations. She is currently retired from full-time employment from the University of Oklahoma.

Frequently Taught Advanced Programs Courses:

- Group Dynamics
- Conflict Resolution
- Applied Interpersonal Dynamics
- Nonverbal Behavior in Human Relations
- Seminar in Organizational Change and Development
- Issues in Human Relations Training
- Process Consultation

Undergraduate Liberal Studies Courses – 1997 - 2006

- Conflict Resolution
- Introduction to Liberal Studies, Administrative Leadership Concentration

Major Areas of Recent Research and Interest

- Mass incarceration in the US and prisoner re-entry issues and needs
- Issues of inter-group relations, particularly related to diversity, as well as class and poverty in America
- Emotional and Social Intelligence and interpersonal skills applications
- Life, leadership and relationship coaching and related helping skills
- Interpersonal neurobiology, positive psychology, mindfulness, presence, and resilience

Representative Publications and Presentations

- Numerous, proprietary publications, articles, instructional manuals, and training materials, developed for corporate, nonprofit, federal and state agencies while in those organizations' employ over a forty-year timeframe

Representative Honors and Awards Received

- Numerous professional achievement awards received from corporate, university, and federal organizations