

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Current Problems in Human Relations

Course Number:

HR 5013-116

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, scholarly, objective, 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), intra-personal and interpersonal tension (individual stress, personal relations in groups, and violence), 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: June 5 – 11, 2017

Location: Army Education Center, building 9230, 8150 Marne Road, Fort Benning, Georgia.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: May 7, 2017

Site Director:

Email: apftbenning@ou.edu. Phone: (706) 780-1183.

Professor Contact Information:

Course Professor: Dr. Myron L. Pope
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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 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.

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.

Note: Follett 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 Follett.

Course Objectives:

- Identification of structural conditions that contribute to societal problems.
- Critically analyze the major issues, problems, and challenges of society.
- Understand how race, class, and gender impact perceptions of social problems.
- Encourage alternative and critical analysis and understanding of current human relations problems.
- To analyze at least one problem using a particular conceptualization of a problem, in terms of social, political, and economic inequalities: inter-and intra-personal problems; and social dynamics and change.

Course Outline:

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:

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 night of class, June 5, 2017.**

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.**

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 June 18, 2017.** More specific information about writing the book review is included on this syllabus.

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 June 5, 2017.** 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.

Assignment	Due Dates	Points Value
Topics Papers and Discussion Question	First night of class, June 5	25 Points
Class Participation	June 5-11, 2017	25 Points
Internet Research of a social problem	First night of class, June 5	25 Points
Book Review of a Social Problem	June 18, 2017	25 Points

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.

Assignment 1 – Topics, Readings, and Discussion Questions

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

- 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:
 - How do we become aware of social 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?

Environment

- Readings: Sklolnick 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.
 - 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*
- 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 and Justice

- 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?

Individual Deviance: Drugs

- 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.

Evaluation of an 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.

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)?

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

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)

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

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

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

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.

Current Problems Book Review Outline

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.
3. Give a summary of the book and its contents.
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. 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

Myron Pope, Ed.D.

Education

- Ed. D., Higher Education Administration, The University of Alabama, 1997. Dissertation Title: *An analysis of chief student affairs officers' and athletic directors' perceptions of student-athlete support services.*
- M.A., Higher Education Administration, The University of Alabama
- B.A., History, Minor in English, The University of Alabama

Postgraduate/Continuing Education

- American Association of State Colleges and Universities, Millennium Leadership Initiative Institute, 2009. Completed a professional development plan focused on Institutional Advancement and Development
- Participant (Junior Fellow), The University of Southern California's Center for Higher Education Policy Analysis (CHEPA) Seminar on Institutional Governance, Santa Fe, New Mexico, Summer 2003

Current Positions

- Advanced Programs professor since 2000
- Vice President of Student Affairs, University of Central Oklahoma, March 2013 – present
- Adjunct Instructor, Department of African and African-American Studies, 2003 – present
- Adjunct Instructor, Department of Educational Leadership & Policy Studies, 2004 – present

Frequently Taught Advanced Programs Courses

HR 5013 Current Problems in Human Relations

Other Courses Taught

- EDAH 5133 The American Community/Junior College
- EDAH 5033 Critical Literature in Adult and Higher Education
- EDAH 5223 Student Personnel Services in Higher Education
- EDAH 5233 Research on the College Student
- EDAH 5243 Financial Management in Higher Education
- EDAH 5940 Public Policy and Higher Education

Major Areas of Teaching and Research Interest

- Higher Education Administration Issues
- Diversity/Social Justice Issues
- College Student Success
- Faculty Governance

Representative Publications

Refereed Articles

- Corwin, J. R. & Pope, M. L. (July 2013). Operation Degree Completion: Two steps to the cap and gown. AACRAO SEM Source, 1(2),108–112.
- Tan, D. L. & Pope, M. L. (2007). *Participation in Co-curricular Activities: Nontraditional Student Perspectives.* College & University, 83(1): 2-9.
- Miller, M. T., Pope, M. L., & Steinmann, T. (October - November 2006). *Trait and behavioral differences among community college students based on gender: Results of a national study.* Community College Journal of Research and Practice, 30(9), 715 - 728.

- Pope, M. L. & Miller, M. T. (October - December 2005). Leading from the Inside Out: Learned respect for academic culture through shared governance. *Community College Journal of Research and Practice*, 29(9-10), 745-757.
- Miller, M. T., Pope, M. L., & Steinmann, T. D. (September 2005). A profile of contemporary community college student involvement, technology use, and reliance on selected college life skills. *College Student Journal*, 39(3), 510-517.
- Weber, J. C., Pope, M. L., & Simpson, M. W. (Fall 2005). The Supreme Court and affirmative action: Historical notes and the future from a national perspective. *College & University*, 80(3), 15-22.
- Miller, M. T., Pope, M. L., & Steinmann, T. D. (2005). Dealing with challenges and stressors faced by community college students: The old college try. *Community College Journal of Research and Practice*, 29(1), 63-74.
- Pope, M. L. & Moore, C. (2004). The Afro-American Gospel Choir: Achieving a positive campus climate for African American students. *The College Student Affairs Journal*, 24(1), 84-90.
- Miller, M., Pope, M. L., & Steinmann, T. (2004). How female community college students deal with academic challenges. *The Community College Enterprise*, 10(1), 51-62.
- Pope, M. L. & Fermin, B. (2003). The perceptions of college students regarding the factors most influential in their decision to attend post-secondary education. *College & University*, 78(4), 19-26.
- Miller, M. T. & Pope, M. L. (2003). Faculty Senate Leadership as a Presidential Pathway: Clear passage or caught in a maze. *Community College Journal of Research and Practice*, 27(2), 119-130.
- Pope, M. L. (2003). Bridging the digital divide: Perceptions of community college students. *Chulalongkorn Educational Review*, 9(2), 29-39.
- Miller, M. T. & Pope, M. L. (2003). Integrating technology into new student orientation programs at community colleges. *Community College Journal of Research and Practice*, 27(1), 15-23.
- Pope, M. L. (2002). Community college mentoring: Minority student perception. *Community College Review*, 30(3), 31-45.
- Pope, M. L., & Miller, M. T. (2002). Campus responsiveness to community needs: The role of faculty senates. *The Catalyst (NCCET)*, 31(1), 20-24.
- Pope, M. L. (2002). Meeting the Needs of Female First Year Students: How well does orientation work. *The Journal of College Orientation and Transition*, 9(2), 19-26.
- Pope, M. L. (2001). Why financial aid is important to orientation professionals. *The Journal of College Orientation and Transition*, 9(1), 41-43.
- Miller, M. T. & Pope, M. L. (2001). Communication apprehension and work orientation of community college faculty leaders. *Michigan Community College Journal*, 7(1), 99-108.
- Pope, M. L. (2001). Faculty involvement in student affairs: Legitimate claim or latest fad? *The Journal of College Orientation and Transition*, 8(2).
- Pope, M. L. & Miller, M. T. (2000). The Skills and Tasks Associated with Faculty Leadership in Community College Governance. *Journal of Applied Research in the Community College*, 7(1), 5-12.
- Pope, M. L. & Miller, M. T. (2000). Community college faculty governance leaders: Results of a national survey. *Community College Journal of Research and Practice*, 24(8), 627-638.

Book Chapters & Sections

- Conley, M., Johnson, S., & Pope, M. L. (In progress) Implementing Black Male Initiative Programs: A Model for Promoting African-American Male Success at a Metropolitan University.
- Pope, M. L. (2015). Transfer Student Support Offices: Helping students to achieve success after admission. In V. Stead (ed.), *International Perspectives on Higher Education Admission Policy: A Reader*.
- Pope, M. L. (March 2006). *African-American Males in the Community College: Meeting the Challenge of Retention, Graduation, and Transfer Success*. In African American Men in College, Michael Cuyjet, Ed. San Francisco: Jossey-Bass.

- Pope, M. L. (2004). A Conceptual Framework of Faculty Trust and Participation in Governance. In *Restructuring shared governance in higher education*, W. G. Tierney, W. G. & Lechuga, V. (Eds.). New Directions in Higher Education. San Francisco: John Wiley and Sons.
- Steinmann, T. D., Pope, M. L. & Miller, M. T. (Winter 2004). Research on the Community College Transfer Issue: An Adequate Indicator of Practice Issues? In B. Jacobs (ed.), *The College Transfer Student in America: The Forgotten Student*.
- Pope, M. L. (Winter 2004). Preparing Transfer Students to Succeed: Strategies and Best Practices. In B. Jacobs (ed.), *The College Transfer Student in America: The Forgotten Student*.
- Pope, M. L. (Winter 2004). In the Land Where Tradition and Football Are King. In L. Flowers (Ed.), *Diversity Issues in American Colleges and Universities: Case Studies for Higher Education and Student Affairs Professionals*. Springfield, IL: Charles C. Thomas.
- Corwin, J. & Pope, M. L. (Winter 2004). On Sacred Ground. In L. Flowers (Ed.), *Diversity Issues in American Colleges and Universities: Case Studies for Higher Education and Student Affairs Professionals*. Springfield, IL: Charles C. Thomas.
- Pope, M. L. (Winter 2004). Leadership in faculty governance: Choice, mandate, and default. In *Policy and University Faculty Governance*, Michael Miller & Julie A. Caplow (Eds.). Westport, CT: Greenwood Publishing.
- Pope, M. L. (Winter 2004). Faculty governance in community colleges: A distinct perspective of broad-based decision-making. In *Policy and University Faculty Governance*, Michael Miller & Julie A. Caplow (Eds.). Westport, CT: Greenwood Publishing.

Other Publications

- Hynes, S., Loughlin, P., Pope, M. L., & Watkins, S. (In progress). *The Student Transformative Learning Record: Navigating Student Learning Assessment with Innovation and Collaboration*. National Institute for Learning Outcomes Assessment (NILOA) newsletter.
- M. L. Pope. (2005, November). *A Quality View: VP of Enrollment Management Myron Pope*. The University of Central Oklahoma Continuous Quality Improvement Newsletter, 2(2), 1.
- M. L. Pope, & Miller, M. T. (2002). *Research on community college transfer students: An adequate indicator of practice issues*. Resources in Education. (ERIC Clearinghouse on Higher Education).
- Miller, M. T., & Pope, M. L. (2002). *The provosts' view of the value of faculty led decision-making*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED467021).
- Miller, M., Jackson, J. C., & Pope, M. L. (2001). *Faculty Recruitment and Retention: A Case Study of the Chair's Role*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED455874).
- Miller, M. T., & Pope, M. L. (2001). *Faculty Senate Presidential Skills: Identifying Needs for Training and Professional Development*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED456699).
- Hood, J. A., Miller, M.T., & Pope, M. L. (2000). *Challenges, roles, and the future of two-year college presidents*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED437073).
- Miller, M. T., McCormack, T. F., & Pope, M. L. (2000). *Sharing authority in higher education: Faculty involvement in governance*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED447764).
- Pope, M. L. & Miller, M.T. (2000). *Role orientation and communication behaviors of faculty governance leaders*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED438766).
- Pope, M. L., & Miller, M.T. (1999). *A national profile of faculty governance leaders in higher education*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED429490).

- Pope, M. L. & Miller, M.T. (1999). Student support services for student-athletes: Athletic department and student affairs officers' perceptions. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED437886).
- Pope, M. L. & Miller, M. T. (1998). *Faculty involvement in governance: An HBCU case analysis*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. ED419478).
- Pope, M. L. & Miller, M. T. (1996). *A review of literature related to service for college student athletes*. Resources in Education. (ERIC Clearinghouse on Higher Education, Reproduction Service No. 419477).
- Pope, M. L. (1996). *An analysis of chief student affairs officers' and athletic directors' perceptions of student-athlete support services*. Unpublished doctoral dissertation, The University of Alabama, Tuscaloosa, AL.

Book Reviews

- Pope, M. L. (2002). *Leading in a culture of change*. Written by Michael Fullan. Reviewed for Community College Journal of Research and Practice.
- Pope, M. L. (2001). *To retire or not? Retirement policy and practice in higher education*. Written by Robert L. Clark and P. Brett Hammond. Reviewed for Community College Journal of Research and Practice.
- Pope, M. L. (2000). *Diversity Consciousness: Opening our minds to people, cultures, and opportunities*. Written by Richard D. Bucher. Reviewed for The Journal of College Orientation and Transition.
- Pope, M. L. (1999). *Achieving Personal and Academic Success*. Written by Petrie, Landry, and Edwards. Reviewed for The Journal of College Orientation and Transition.

Reports

- Pope, M. L. (2004). *Assessment of the 2004 University of Central Oklahoma's Stampede Week Program*. Completed September 21, 2004.
- Pope, M. L. (2004). *Findings of the 2003 Cooperative Institutional Research Program (CIRP) for the University of Central Oklahoma and its implications for the Division of Student Affairs*. Completed April 18, 2004.
- Pope, M. L. (2004). *Enrollment Trends at the University of Central Oklahoma and their Implications for the Division of Student Affairs*. Completed March 28, 2004.
- Tan, D. L. & Pope, M. L. (2003). *A State-wide Analysis of Student Credit Card Use at State Institutions*. Report for the Oklahoma State Regents of Higher Education. Completed September 14, 2003.

Representative Honors and Awards Received

- Recipient, The Citizen's Bank Leadership and Civic Engagement Award (given to a faculty or staff member who leads by example and is involved in the community), University of Central Oklahoma, 2011
- Member, *Journal Record's* Achievers Under 40, Class of 2011
- Member, *The Business Times of Edmond's* Top 20 under 40, Class of 2011
- Recipient, 2008 Volunteer of the Year, Edmond YMCA
- Recipient, 2007 Coach of the Year, Edmond YMCA
- Contribution to Professional Practice Award, University of Oklahoma, Department of Educational Leadership and Policy Studies, 2003
- Most Promising New Faculty Award, University of Oklahoma, Department of Educational Leadership and Policy Studies, 2001
- Nominee, Dissertation of the Year, Association for the Study of Higher Education, 1996
- Higher Education Administration Program Dissertation of the Year Award Runner Up, University of Alabama, College of Education, 1996
- Kappa Delta Pi, Education Honor Society, 1994
- Alpha Epsilon Lambda, Graduate Honor Society, 1995

- Southeastern Conference (SEC) Scholar-Athlete Honor Roll, 1991 & 1992
- Member, University of Alabama, SEC Championship Football Teams, 1989 & 1992
- Member, University of Alabama, National Championship Football Team, 1992

Major Professional/Community Affiliations

- American Association of Collegiate Registrars and Admissions Officers (AACRAO), Member, 2004- present
- American College Personnel Association (ACPA),
 - Member, 2001 - 2010
 - Commission for Professional Preparation Directorate, Member, 2003-2006
- American College Personnel Association Books and Media Editorial Board, 2003-2006
- American Educational Research Association (AERA),
 - Member, 2002-2005
 - Annual Conference Proposal Reviewer, 2002-2003
 - Session Chair & Discussant, 2003
 - Graduate Student Seminar Planning Committee, Member, 2004-05
- Association for the Study of Higher Education (ASHE),
 - Member, 2000-2005
 - Advancement Committee, Member, 2003
 - Chair, Newcomers' Committee, 2003
- Certification Officers and Personnel in Education (Alabama), 1994-2000
- Council for the Study of Community Colleges (CSCC),
 - Member, 2000-2005
 - Newsletter Editor, 2003-04
 - Regional Representative at Large, 2002-2004
 - Proposal Reviewer, 2003, 2004, & 2007
- Higher Learning Commission, Member of the Peer Review Corps (PEAQ), 2007 – present
- Higher Learning Commission, Academic Quality Improvement Program (AQIP) Systems Portfolio Appraiser for the Higher Learning Commission, 2007 – present
- Journal of Student Affairs Research and Practice (NASPA), Editorial Board Member, 2010- 2014
- Journal for the Study of Sports and Athletes in Education, Manuscript Reviewer, 2007 - present
- National Association of Student Personnel Administrators (NASPA),
 - Member, 1995-present
 - NASPA, Annual Conference Featured Speakers Committee, 2009
 - Program Planning Committee (Denver), 2003-04
- NASPA IV-West (Region of NASPA), 2000 - present
 - Member, Conference Planning Committee, 2009, 2013
 - Co-Chair, New Professionals' Institute, 2013
 - Co-Chair, Conference Programs, 2009
 - Member, Awards Selection Committee, 2001
 - Member, Conference Planning Committee, 2001 & 2004
 - Proposal Reviewer, Conference, 2001 & 2002
 - Faculty Liaison, 2003-2004
 - Newsletter Editorial Board, 2003 – 05
 - Professional Standards Coordinator, 2004-2007
 - Faculty, Mid-Level Institute (MLI), 2004
 - Chair, Case Study Challenge, 2005 – 06
- Central Oklahoma Regional Education (CORE) Partnership (Oklahoma City Public Schools, Oklahoma City Community College, & the University of Central Oklahoma), Member, 2014 - present
- Oklahoma Blood Institute, Board Member, 2013 - present
- Oklahoma Department of Human Services
 - Commissioner, 2012 – 13 (appointed by Governor Mary Fallin)
 - Member, Pinnacle Plan Committee, 2012
 - Citizens' Advisory Panel, Administration Panel, 2013 – present

- Chair, Citizens' Advisory Panel, Administration Panel, 2013-14
- Edmond Chamber of Commerce
 - Chair of the Board of Directors, 2011
 - Board Member, 2008 – 2013
 - Chair-elect and Vice Chairman of the Board of Directors, 2010
 - Vice Chairman, Community & Economic Development, 2009
 - Member, Government Relations Committee, 2008 – present
 - Member, Long Range Planning Committee, 2010
 - Participant, Washington, DC Fly-In (sponsored by the Oklahoma State Chamber of Commerce), September 2008, 2009, & 2010
- The Rotary Club of Edmond
 - Member, 2011 – present
 - Executive Board Member, 2014 - 2015
- Oklahoma City Public Schools, Member, Community Strategic Planning Committee, 2010
- City of Edmond, Member, Edmond Community Oriented Policing Leadership Council, 2010 – 2012
- Edmond Public Schools Foundation, Member, 2012-13
- Watch D. O. G. S. Program
 - West Field Elementary School, Top Dog (President), 2007 – 10
 - Volunteer, 2007 - present
- Hope Center of Edmond
 - Board member, 2007 – 2012
 - Board Chair, 2009
 - Vice Chair/Chair Elect, 2008
- Leadership Edmond Steering Committee, Edmond Chamber of Commerce
 - Chair, 2007 – 08
 - Member, 2008 - 2012
- Leadership Edmond, Class XXII, Edmond Chamber of Commerce, Co-Chair, 2006-07
- Edmond YMCA, 2006 - present
 - Board Member, Trails Branch Advisory Board, 2006 – 2013, 2015 - present
 - Chair, Trails Branch Advisory Board, 2007 – 2009
- Edmond YMCA Sports League, Volunteer Coach (basketball, baseball, football, & soccer), 2003 - present
- Tuscaloosa Boys' & Girls' Clubs
 - Volunteer, 1996 - 2000
 - Board Member, 1997 - 2000
- Big Brothers/Big Sisters of Tuscaloosa, Volunteer, 1997-2000
- Stillman Community Development Federal Credit Union
 - Board Member, 1997 - 1999
 - Treasurer, 1998 - 99
- Kappa Delta Pi, Education Honor Society, Xi Chapter
 - President, 1998 - 2000
 - Member, 1994 – 2002
- Urban League of Oklahoma City, Board Member, 2014 - present
- Southern Association of College Student Affairs (SACSA)
 - Member, 1995-1997, 2002-present
 - Judge, Annual Conference Case Study Competition, 2002
 - Manuscript Reviewer, College Student Affairs Journal, 2003-2005
 - Reviewer, Dissertation of the Year Award, 2003
 - Oklahoma State Membership Ambassador, 2004