



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5013-222: 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, 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: January 7 – 12, 2020

Location: Vilseck, Germany. Please contact 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: December 9, 2019

Site Director:

Email: apvilseck@ou.edu. Phone: CIV 011-49-9662-83-2069; DSN 476-2069.

Professor Contact Information:

Course Professor: Anthony Natale, MSW, PhD

Mailing Address: Anne and Henry Zarrow School of Social Work
700 Elm Ave #312
Norman, OK 73019-0315

Telephone Number: (405) 325-1408

Fax Number: (405) 325-4202

E-mail Address: anatale@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

Kornblum, W & Julian, J. (2016). *Social Problems* (15^h ed.). Upper Saddle River, NJ: Prentice Hall ISBN 9780133974614

Course Objectives:

By completing this course, the student should be able to:

- Identify 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.
- 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:

Session	Topics	Readings Discussed
Session 1 1/7	<ul style="list-style-type: none"> • Introductions • Course Overview • Perspectives on Social Problems 	Course Text- Chapter 1
Session 2 1/8	<ul style="list-style-type: none"> • Poverty Amid Influence • Persistent poverty 	Course text- Chapter 6
Session 3 1/9	<ul style="list-style-type: none"> • Racism • Prejudice • Discrimination 	Course text- Chapter 7
Session 4 1/10	<ul style="list-style-type: none"> • Gender • Human Sexuality • Aging 	.Course text – Chapter 8 and 9
Session 5 1/11	<ul style="list-style-type: none"> • Health and Healthcare • Mental Health and Treatment 	Course text- Chapters 2 and 3
Session 6	<ul style="list-style-type: none"> • Alcohol and Drugs • Crime and Violence • Education 	Course text – Chapters 4, 5, 11
Session 7 1/12	<ul style="list-style-type: none"> • Population and Immigration • War and Global Insecurity • Course Wrap Up 	Course text – Chapter 13 and 15

Assignments:

Assignment	Due Date	Percent of Grade
Essay Questions	1/2/2020	40%
Social Problem White Paper	1/26/2020	40%
Participation	1/26/2020	20%

Essay Questions

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

1. Explain what is meant by a social problem. How are social problems socially constructed?
2. Describe the dependent poor and identify some of the most pervasive myths that are used to describe them. What do you think can be done to break down these misconceptions?
3. What is the difference between prejudice and discrimination? How are these related? Be sure to give examples to illustrate the differences.
4. Describe the consequences of sexism for both men and women.
5. Describe how race, ethnicity, social class, and gender affect access to health care in the United States.
6. Discuss how mental illness is defined from the medical model perspective, the mental illness as deviance perspective, and the mental illness as myth perspective.
7. Describe some of the social policy implications of drug use and abuse. Be sure to include in your discussion the impact of anti-alcohol campaigns, rehabilitation programs, and drug law reform.
8. Critique the biological theories of crime. From a scientific viewpoint, what kind of evidence would it take to demonstrate that biology is the primary reason why people engage in criminal activities?
9. Discuss the origins and features of the No Child Left Behind and Race to the Top federal programs. Have they succeeded in solving some of the problems associated with education in the United States?
10. Describe the problem of urban concentration of immigrants in the United States. What are some of the consequences of this pattern for both the immigrants and the larger society?

Social Problem White Paper

Identify a social problem and research its impact on the United States or abroad. Prepare a 12 page, double-spaced, White Paper following APA Manual guidelines. The paper will follow the format of the comprehensive exams in order to prepare you for the comps at the end of your program. You must use citations from the literature to support the assertions made in the paper. **20 references minimum.**

1. Identify and describe a current social problem (2 pages)
 - a. Incidence and prevalence
 - b. Brief overview of historical trends and key developments
2. Illuminate known factors known to cause or worsen the problem. (Factor Analysis) (3 pages)
 - a. Identify intractable factors that have influenced the development of the social problem (persistent poverty, ill health, sexism, lack of education, racism, lack of political will) from the literature.
 - i. Social Factors (detail 3 factors minimum)
 - ii. Political Factors (detail 2 factors minimum)
 - iii. Economic Factors (detail 2 factors minimum)
3. Identify and describe who is affected and how. (Systems Analysis) (3 pages)
 - a. Individuals and Families
 - b. Groups and Communities - Overview any special populations impacted by the problem (children, gays and lesbians, aging persons).
 - c. Institutions
4. Describe 3 interventions meant to address this social problem. (2 pages)
 - a. Assess their effectiveness; be sure to support your analysis with empirical support.
5. Describe 3 current social policies that exist to addresses the problem. (2 pages)
 - a. Assess their effectiveness; be sure to support your analysis with empirical support.

Participation

Students are asked to evaluate their participation at the end of the course based on:

- *Demonstrated preparation for class by reading all course materials beforehand*

- *Active participation in class discussions*
- *Avoided cross-talking*
- *Punctual and consistent attendance*

Grading:

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

Scale:

100-91 = A: Excellent: Work exceeds course expectations

90-81 = B: Good: Work meets course expectations

80-71 = C: Fair: Work marginally meets course expectations

70-61 = D: Poor: Work minimally meets course expectations

60 or below = F: Failure: Work does not meet course expectations

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.

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

Anthony P. Natale, MSW, PhD

Education

- Bachelor of Social Science, Washington State University
- Master of Social Work, Portland State University
- Doctor of Philosophy, Social Work, University of Denver

Current Positions

- Interim Executive Director – Southwest Center for Human Relations Studies
- Associate Professor - Anne and Henry School of Social Work, University of Oklahoma 2005-present
- Advanced Programs Professor 2007-present

Frequently Taught Advanced Programs Courses

- SWK 5313 Social Welfare Policy
- HR 5113- Cultural Diversity in Human Relations

Major Areas of Teaching and Research Interest

- Administration and Community Practice
- Social Policy
- Lifespan Development
- HIV/AIDS
- Human Diversity and Oppression

Representative Publications and Presentations

- Natale, A. P. (2008). HIV Transmission Factors: Denver MSM Culture and Contexts. *Journal of HIV/AIDS and Social Services*, 7 (3) 241-264. DOI: 10.1080/15381500802307500
- Natale, A. P., & Moxley, D. P. (2009). Service engagement with high-risk men who have sex with men: Challenges and implications for social work. *Journal of Social Work in Healthcare*, 48 (1), 38-56. DOI: 10.1080/00981380802440536
- Natale, A. P. (2009). HIV and AIDS: MSM needs, wants and desires for HIV prevention. *Journal of Gay and Lesbian Social Services*, 21 (1), 149-72. DOI: 10.1080/10538720802494768
- Natale, A. P. (2009). Denver MSM socio-structural factors: Preliminary findings of perceived HIV transmission risk. *Journal of HIV/AIDS and Social Services*, 8 (1), 35-56. DOI: 10.1080/15381500902736152
- Natale, A.P, Biswas, B., Urada, L., & Schyette, A. M. (2010). Global HIV and AIDS: Calling all social work educators. *Social Work Education*, 29 (1), 27-47. DOI: 10.1080/02615470902810868
- Natale, A.P. & Baker, D.R. (2010). HIV/AIDS Scholarship: Bibliometric analysis of social work scholars, schools and journals. *Journal of Social Work in Healthcare*, 49 (7), 669-686. DOI: 10.1080/00981380903539467
- Miller-Cribbs, J.E., Cagle, B.E., Natale, A.P., Cummings, Z. (2010). Thinking about think tanks: Strategies for progressive social work. *Journal of Policy Practice*. 9, 284–307. DOI: 10.1080/15588742.2010.487251
- Keesee, M., Natale, A.P., Curiel, H. (2012). HIV positive Hispanic/Latinos who delay HIV care: barriers to care engagement. *Journal of Social Work in Healthcare*, 51 (5). doi:10.1080/00981389.2012.662208
- Noyori-Corbett, C., Natale, A.P., New, H.R. (2014). Transnational Human Trafficking: A case study for educators. *International Journal of Teaching and Case Studies* (5) 3/4 , 235-251.

- McLeod, D. A., Natale, A. P., & Johnson, Z. R. (2015). Comparing Theoretical Perspectives on Female Sexual Offending Behaviors: Applying a Trauma-Informed Lens. *Journal of Human Behavior in the Social Environment*, 25(8), 934-947.

Representative Honors and Awards Received

- 2005 Faculty Member of the Year
 - University of Denver
- 2010 and 2011 Graduate Faculty Member of the Year-
 - Anne and Henry School of Social Work, ^[1]_[SEP]University of Oklahoma
- 2019 Regents Award for Superior Teaching ^[1]_[SEP]

Major Professional Affiliations

- Council for Social Work Education – CSWE