COURSE SYLLABUS – Spring 2013

A hard copy of this syllabus will be handed out in class. If you need a replacement, a hard copy will be provided upon request. The syllabus will not be emailed. Do not request a syllabus to be emailed to you. Additionally, if you need another copy of this syllabus, it will be posted on the department’s web page shortly after the start of the semester.

COURSE: SOC 5233, Course Reference Number (CRN) 28089 - HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (HBSE)
--Prerequisite: Graduate Standing

ROOM/TIME
LA 138, Mon.: 4:30pm-7:15pm

PROFESSOR: Dr. Joan Luxenburg, LCSW, ACSW, LMFT, Professor

OFFICE: LA 201-F

CONTACT INFO: Phone: 974-5626, (Secretary: 974-5520), e-mail: jluxenburg@uco.edu
FAX: 974-3871. I do not check my UCO email on weekends, holidays, or breaks.

OFFICE HOURS: Mon.: 7:15pm-8:15pm
Tues. and Thurs.: 4:45pm-5:30pm
(other times by appt.) No office hours during finals.


REQUIREMENTS: There will be exams in class on Mon., Feb. 25, 2013 and Mon., April 1, 2013, covering lectures and reading assignments. The format of the exam is true/false and multiple choice questions. There will be a final exam of the same format on Mon., May 6, 2013 at 5:30pm. The final exam will cover lectures and reading assignments after exam #2 up to and including the material for the last class. There will be make-up exams only in cases of dire circumstances (for which documentation must be submitted, e.g., a jury duty notice, doctor’s note, etc.). The only acceptable excuses for a make-up exam are those listed under section 3.1 of the UCO Faculty Handbook: “travel considered part of the instructional program of the university and requiring absence from class (e.g. field trips, research presentations, etc); invited participation in activities directly and officially sponsored by and in the interest of the university (e.g. athletic teams, debate teams, dance company, etc.); jury duty; military obligation (Note: this deals with ‘students ordered to active duty as part of a national emergency.’); serious illness or injury; and death or serious illness in immediate family”). Employment excuses are not acceptable, nor are orders for routine military training. In the case of an illness, it must
be the student's own illness—not that of a family member. Be clear that injury or illness
to you or an immediate family member must be “serious” and the seriousness of it must
be reported in the doctor/hospital statement provided. Photo copied and "form letters"
(e.g., fill-in-the blanks) are not acceptable documentation. A doctor's note must be
written on the doctor's own stationery and must be addressed specifically to this
professor. Documentation to obtain a make-up exam for the first or second exam must be
submitted within one week after the missed exam or you forfeit the opportunity to take a
make-up exam. For the Final Exam, documentation is due the day after the missed exam,
or you forfeit the opportunity to receive a grade of INC. For those who are passing the
course, an absence from the final exam results in a grade of INCOMPLETE. See UCO's
Incomplete Policy Attached. A make-up final exam will not be available until the
following semester (and will be given only to those producing proper documentation for
the absence). A make-up exam can take any format, e.g., essay, short answer, M/C, T/F,
etc., but will most likely be “short answer.” If a student does not qualify for a make-up
exam, then a score of zero will result for the missed exam. Students must bring their own
(small green 882E or ES) Scantron answer sheets to the regularly scheduled exams.
Please note: a student must be passing the course thus far, in order to receive a grade of
INC., must sign an agreement prior to the submission of grades, and must submit
documentation for the missed exam no later than one day after the missed exam.

**MAKE UP EXAM DATE:**

Students who qualify for a make-up exam for exam #1 or exam #2 will take the make-up
exam on the last day of class. **NOTE:** This is the only date a make-up exam will be
given. Students must bring an exam booklet to the make-up exam.

**JOURNAL ASSIGNMENT (REQUIREMENT):**

In addition to the exams, students will submit a news media journal due on Mon., March
11, 2013, which must be submitted at the start of class. Journals will not be accepted
after the first 30 minutes of class. The total possible points for the journal = 40. Late
journals will NOT BE ACCEPTED, regardless of the reason. Even if you have an
“excusable absence,” you must send your journal in with someone else on the date it is
due. Do not deliver journals under the professor's office door, to the professors' mailbox,
or to the Department secretary. Hand them directly to the professor. The news media
journal will contain 4 separate entries each dealing with a statement of fact or opinion
(found within the text) from each of the following topics covered in the text. (Do not
duplicate topics. Submit one entry per topic.):

1) Ethnocentrism or Racism (Chapter 5)
2) Gender, Gender Identity, Gender Expression, and Sexism (Chapter 9)
3) Sexual Orientation (Chapter 13)
4) Chemical Substance Use and Abuse (Chapter 11, pp. 490-515)

Note: The above topics are not eligible to be your chosen statement of fact or opinion
e.g., your selection cannot be “ethnocentrism,” etc. It must be a more specific thought or
idea, within the section on ethnocentrism.
The purpose of this assignment is to establish that information provided through print media sources to the general public replicates information provided to college students in their text books.

Students are to cut out a newspaper or magazine article (no on-line computer print-outs and no photo copies) and tape the borders of it to a page. (Be sure to cut and tape the entire article and do not place tape over the printed matter of the article.) This will be page 1 of your entry.

Within the article, choose a statement that RESTATES a thought or idea found within the assigned reading topic. Please note: the term “RESTATES” means “REPEATS” or “STATES AGAIN.” (You are not being asked to find an “example” that would fall under the statement you chose from the text. You are being asked to find the text’s statement again, within a newspaper or magazine article, although not necessarily in the same exact words.) Highlight in a bright color or underline in red every place within the article that your chosen statement appears. Failure to do will result in loss of points. On the next page (page 2 of your entry), type the chosen statement from the text, with its page number(s) alongside it. The statement must be in complete sentences (not partial sentences). (Failure to provide the page # from the required edition of the text will result in loss of points.) Skip a line and then type the chosen statement(s) from the article (that restates the statement from the text). This statement also must be in complete sentences. Before proceeding further, take a look at both statements on page 2 of your entry and see if they really do convey the same thought or idea. If the statement from the article restates the statement from the text, then you are on the right track. On the next page (page 3 of your entry), type a statement (at least one page in length double spaced, 12 pt. font) explaining how your chosen statement of fact or opinion (e.g., thought or idea) discussed in the corresponding chapter is RESTATED in the media article. Please note; the name of the topic (racism, sexism, etc.) cannot be chosen as your statement. A more specific statement of fact or opinion within that topic must be chosen. Students are to type on page 4 of their entry the name of the publication (e.g., Daily Oklahoman, Newsweek, etc.), date of article, and page number. Failure to provide this reference material will result in loss of points. On page 5 of your entry, staple a photo copy of the text page(s) where your statement of fact or opinion can be found and highlight in a bright color or underline in red the statement of fact or opinion. Remember to use the required edition of the text for this fifth page. Failure to do so will result in the loss of points.

Each entry is worth 10 points (total = 40). Statements must be written in the student's own words. Copying an author's words without quotation marks (or single spacing with indentation, for longer quotes) constitutes plagiarism and will result in a grade of zero on the entire assignment. See UCO's Academic Integrity Policy Attached. Students also may NOT copy each other's work. There will be NO opportunity to resubmit (or redo) journals. Choice of an incorrect article results in zero points. Articles must be dated beginning with Jan. 13, 2013. Articles dated prior to Jan. 13, 2013 will receive zero points. Leave the first page of the journal blank. UNDER NO CIRCUMSTANCES SHOULD YOU CUT YOUR ARTICLES OUT OF MAGAZINES OWNED BY A LIBRARY. Failure to choose within a correct topic or failure to
submit an original cut-out news media article results in a zero on any entry. Only “print news media” sources (read by the lay public) may be used in this assignment (no professional journals). Points will be lost for failure to follow directions, e.g., failure to underline or highlight your statement of fact or opinion within the article or within the text page, etc. When choosing a statement of fact or opinion, keep in mind that it should be a thought or idea expressed in a complete sentence.

GRADING RUBRIC for journal:

# of pts. subtracted for failure to do the following:

p. 1: article’s statement underlined in red or highlighted in a bright color = 1 pt.
p. 2: text statement & page # with article statement that adequately restates it = 2 pts.
p. 3: one page explanation adequately covers how article restates text = 3 pts.
p. 4: 3 pieces of information: each worth 1 pt.: name of publication, date published, page #(s) = 3 pts.
p. 5: photocopy from text (correct edition) with statement underlined or highlighted = 1 pt.

# of points lost for doing the following:

p. 1: ineligible topic = 10 pts.
p. 1: photocopied or online article = 10 pts.
p. 1: article dated prior to current semester = 10 pts.
p. 1: article from source other than a lay print news media source = 10 pts.

POP QUIZZES:

Unannounced (surprise) quizzes will be given, totaling 20 pts. If you are not present when a quiz is given, there is no “make-up” for a quiz. The format of quizzes can be TF, MC, short answer, essay, etc. Quizzes can cover reading assignments, lectures, or videos. Always bring a pen to class, as it is preferred that quizzes be answered in ink.

PAPER ASSIGNMENT:

In addition to the exams and journal, students will submit a paper due **Mon., April 1, 2013**, which must be submitted at the start of class. Papers will not be accepted after the first 30 minutes of class. The paper is worth 50 points. Late papers WILL NOT BE ACCEPTED. Even if you have an “excusable absence,” you must send the paper in with someone else on the date it is due. Do not slide the paper under my door, put in my mailbox or hand to the departmental secretaries. (Papers should be placed on the professor’s desk prior to the start of class.) The paper must be typed on white, standard weight paper. Staple it and do not put it in a binder. The paper must be the student’s own original work. Copying another student’s work or copying an author’s words without using quotation marks (or indented single space format) is plagiarism and will result in a zero on the assignment. **See attached Academic Integrity Statement**. Students are to read a 60-page paper (which the professor will make available to you): Joan Luxenburg and Thomas E. Guild, “35 Years After Stonewall: Legal and Political Movement in Gay Rights.” After reading the paper, students are to write their own research paper (entitled
“Forty Plus Years After Stonewall: Legal and Political Movement in Gay Rights”), updating the information contained in the Luxenburg and Guild paper. You are to critically evaluate and analyze the key gains made since the summer of 2004 in the gay rights movement (in the U.S.) in the following categories discussed in the Luxenburg and Guild paper: 1) Employment and 2) Family Law. Each of these categories will be worth 25pts. Sub-divide your paper into these 2 categories and place headings (labeling the categories) at the top of each section. Since the Luxenburg and Guild paper was written during the summer of 2004, your paper will begin where that paper left off. Please leave your own religious and/or moral opinion out of the analysis. Papers should be between 10-15 pages in length, typed double spaced. APA or ASA style for citations and references is required. Your reference list must include books and refereed articles from professional journals.

ATTENDANCE/ PARTICIPATION:
Attendance is not calculated in your course grade. However, since some offices or organizations on campus may request attendance information from professors, it is important that accurate records are kept. Attendance will be taken twice during each class. It is the student’s responsibility to come up to the podium at the break or the end of the class (whichever is applicable) to report a lateness to have attendance corrected. If you fail to correct your absence, you will be counted as absent. No other students should approach the professor at the break or the end of the class.

GRADING SCALE:
All points totaled from the 3 exams will be equal to a minimum of 85 points. The course grade will reflect the total of all course points. The following curve is subject to change, but only in the student’s favor: (Borderline grades are raised 1 pt. at the end of the semester):

A = 179 and above
B = 160-178
C = 140-159
D = 121-139
F = Below 121

BREAKDOWN OF GRADES:(rounded figures). This could change if the curve changes.
Exams = 44% of grade (85 pts.)
Journal = 21% of grade (40 pts.)
Quizzes= 18% of grade (20 pts.)
Paper = 26% of grade (50 pts.)
EXTRA CREDIT: If an occasion arises to offer extra credit to the whole class, an announcement will be made in class. There will be a few extra-credit questions on the final exam. Additionally, during the week of April 22, 10 pts. of extra credit will be given to each individual who either produces verification of volunteer time at the YWCA Passageways or drops off (to me in my office during office hours) an in-kind donation for the YWCA Passageways (more details to be provided in class).

CLASS RULES:
This course does not necessitate the use of a laptop computer by students during class. No electronic devices can be on your desk, in your ears, or in your hand during class. This includes laptop computers, netbooks, tablets, ipods, mp3 players, cell phones, Nooks, Kindles, cameras, etc. If your text book for this course is stored on an electronic device, that device cannot be in use during class. “Smartpens” and tape recorders are allowed. (ADA students who submit to the professor a letter from the UCO Disabilities Office asking for laptop use as an “accommodation” are allowed to use a laptop during class. However, they have to sit in the front, close to the professor and may use the laptop only for typing notes for this course.). Any student who continues to have a disallowed electronic device on his or her desk or in his or her hand or ears, after he or she has been asked to put it away, will have 1 point subtracted from his or her course point total. No talking (private conversations) during the lectures will be tolerated. Anyone found talking without permission will have 1 point subtracted from his or her course grade. Arriving to class late or having to leave early is allowed (and is not considered a distraction or disruption to the professor). However, if a late student fails to report his or her presence in class, he or she will be counted as absent. Students who arrive late to an exam or quiz will be seated for the exam or quiz only at the discretion of the professor. My general rule is that if at least one person has already finished the exam or quiz and left the room, no one else can begin that exam or quiz. Any student who arrives afterwards will be counted as "absent."

Please Note: My office is not the podium and my office hours are not on the way in and out of the room. The only students who should approach me at the podium at the break or at the end of class are students who arrived late and want to correct their attendance. Regarding the reporting of grades or scores, I do not give these out over the phone or through email. If you are absent when I give back an exam, quiz, or writing assignment, you must see me in person in my office to obtain the grade or score.

COURSE OBJECTIVES AND DESCRIPTION:
HBSE is a social work course which emphasizes the psychodynamic model of human development. At the completion of this course, students will be able to identify key issues and milestones in psychosocial stages of development. Students will be able to critically evaluate systemic barriers and identify implications for interventions to correct the “person-environment fit” during each of the psychosocial stages. Additionally,
students will be able to demonstrate (through the paper assignment) their ability to assess societal efforts to achieve diversity and equality for at least one minority group. Emphasis will be on the psychosocial perspective, although students are encouraged to read the information in the text concerning biological issues which impact the individual at the various developmental stages. For a complete description of this course, see the university catalog.

TRANSFORMATIVE LEARNING AND THE “CENTRAL SIX”:
Transformative Learning places students at the center of their own active and reflective learning experiences. It is a goal of this class to foster transformative learning. Consistent with this goal, opportunities will be provided that help students on their path toward becoming productive, creative, ethically engaged citizens taking leadership roles. The core areas (or Central Six) that help accomplish this outcome are: discipline knowledge; leadership; research, creative, and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness. In this course, 5 of the 6 core areas are covered: Discipline knowledge is achieved through covering established theories of human development, as well as issues that impact the various stages of the life span. Research is furthered through the media journal assignment and the research paper. Service learning is exemplified by an extra-credit project providing assistance to survivors of domestic abuse (through in-kind donations). Cultural competency is achieved through course coverage of the topics of racism/ethnocentrism, gender, and sexual orientation, as well as through the research paper on the gay rights movement. Health and wellness is covered throughout the course in such topics as: prenatal care, teen pregnancy, substance abuse, Alzheimer’s disease, etc.

ASSIGNMENTS/OUTLINE:
Lectures will follow the general topics presented in the text and are meant to provide a forum for discussion, rather than mere repetition of the readings. Students are encouraged to attend class, as much material discussed in class is not covered in the text. Below is a list of reading assignments from the text which coincide with the sequence of lecture topics. To allow for flexibility from precise dates of coverage, we will be concerned only with the order of topics, rather than the specific dates on which the topics will be covered. Please do not ask to borrow the professor’s notes. I do not email notes to students, nor do I post notes. Request notes from another student, if you miss class. Also, if you are absent when a video is shown, I do not lend out my videos. Get at least one other student’s telephone number (more, if possible) to contact if you miss class for notes, assignments, announcements, etc. Some questions on exams and/or quizzes will come from material in the text that has not necessarily been discussed in class.
**LECTURE:**  
Prenatal and Infancy Periods  
Childhood  
Adolescence  
Young Adulthood  
Middle Adulthood  
Later Adulthood  

**READINGS:**  
Ch. 2,3  
Ch. 3,4, pp. 313-315, 322-324, 473&475  
Ch. 6,7  
Ch. 10, 11, 12  
Ch. 10, 11, 12  
Ch. 14,15,16

**AMERICANS WITH DISABILITIES ACT STATEMENT:** *(See Attached ADA Statement)*  
The University of Central Oklahoma complies with Section 504 of the Rehabilitation act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services at 974-2516. The DSS office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of classes.  If you are delivering an ADA letter to me, do so in person in my office during office hours and give me a few minutes to read it in your presence.

**IMPORTANT DATES TO REMEMBER:**  
M.L. King Day: Mon., Jan. 21, 2013. No Class.  
Exam # 1: Mon., Feb. 25, 2013  
Exam # 2: Mon., April 1, 2013  
Final Exam: Mon., May 6, 2013 at 5:30pm.  
Journal Due: Mon., March 11, 2013. Late journals will not be accepted beginning 30 minutes after the start of class.  
Paper Due: Mon., April 1, 2013. Late papers will not be accepted beginning 30 minutes after the start of class.  
Extra Credit Due: During Office Hours during week of April 22, 2013. Note: Extra credit for the YWCA will not be accepted at any other time.  
Spring Break: Mon., March 18, 2013. No Class.

**EMERGENCIES DURING FINALS:**  
If a university emergency occurs that prevents the administration of a final examination, the students final course grade will be calculated based on the work in the course completed to that point and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of I will not be given as a result of a missed exam. See attachment.
**INCLEMENT WEATHER:**
If inclement weather makes driving hazardous on an exam day for exam #1 or exam #2 (and the university does not cancel class), our exam will be postponed. It is the student’s responsibility to attend the next time class meets, to learn of the rescheduled date.

Additional policies and information for this course are included in the Spring 2013 UCO Student Information Sheet and Syllabus Attachment which can be accessed at [http://www.uco.edu/academicaffairs/files/aa-forms/faculty/StudentInfoSheet.pdf](http://www.uco.edu/academicaffairs/files/aa-forms/faculty/StudentInfoSheet.pdf)