Course Title:
Current Problems in Human Relations

Course Number:
HR 5013-223

Course Description:
American society continues to undergo rapid and significant changes. Relationships between majority (dominant) and minority (subordinate, marginalized) groups in this country are an integral facet of societal changes and contemporary problems. Economic, historical, political, and social factors are linked to individual, group and institutional disparities and multiple forms of oppression. This unequal distribution of resources and power intersect to create stressful and 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 inequality (class, race and gender), intra and interpersonal tension (individual stress, personal relations in groups, and violence), and intergroup 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 discussions, facilitate understanding and strategize amelioration of the range of human relations problems.

Class Dates, Location and Hours:
Dates: January 24-29, 2012
Location: Wiesbaden, Germany. Class will be held in Basement of the Middle School Complex, in the Hainerberg Housing areas, Bldg. #7781.
Hours: Tue-Fri 6:00-9:30 pm; Sat-Sun 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: December 26, 2011

Site Director:
Wade Jackson. Phone: DSN 337-5937, CIV 0611-705-5937; Fax: 0611-705-6188; E-mail: apwiesbaden@ou.edu

Professor Contact Information:
Course Professor: C. Kenneth Meyer
Mailing Address: 4917 Twana Drive
Des Moines, Iowa 50310
Telephone Number: (515) 271-4128
E-mail Address: Kenneth.Meyer@Drake.Edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.
Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


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

Course Objectives:

1. To identify the structural conditions and historical contexts that contribute to a broad range of societal problems;
2. To systematically analyze the intersections of race, class and gender through existing systems of privilege and power;
3. To develop an awareness of the social construction of complex economic, political, and social phenomena that contributes to a broad range of current problems;
4. To creatively, critically and practically analyze current problems utilizing the case study method, and develop a realistic strategy to ameliorate a given problem; and

Assignments, Grading and Due Dates:

Several student-related obligations are assumed: (1) attend all course seminar sessions, unless specific and individual approval of absence is granted by the instructor; (2) complete all required readings; (3) complete all course-related assignments; (4) participate qualitatively in class discussions and other course-related activities (simulations, exercises, etc.); and (5) complete the final examination requirements. The lectures will provide a great deal of additional material and, therefore, you should be prepared to take notes and integrate this material with your required readings.

Students are expected to have read the general text (*Taking Sides: Clashing Views on Social Issues*) prior to the meeting of the first class and the designated case studies in *Human Relations in Action*. All work submitted to the professor are expected to be typed and of a quality reflecting serious and mature graduate study. A factor in the grades assigned in all work will be its general appearance, grammar and sentence structure, writing style, and evidence of thoughtfulness and planning.

1. Each student will develop a paper based on a specific contemporary problem/issue in human relations. The following topics are illustrative of themes you might wish to research and analyze: ethical systems, sexism, diversity in the workplace, gay and lesbian issues in the workplace, homosexuality, the salient issues of poverty, illiteracy, homelessness, racism, ageism, obesity, disability, gender, appearance prejudice, discrimination; downsizing, AIDS, drug testing, family-work interface, teenage pregnancy, marginalization, unionization, sexual harassment, violence, gambling, drug abuse, Alcoholism, wellness, infant mortality, health promotion, health prevention, health care, SARS Quality of life, Alzheimer disease, slavery, indenturement , gangs, crime, war, violence, terrorism, imprisonment, gender identity, homophobia, human rights, civil rights, discrimination, prejudice, aging, patriarchy, ageism, beautyism or appearance discrimination, multiculturalism, materialism, racism, militarism, fundamentalism, nationalism, environmentalism, intergenerational issues, sustainability, change, energy policy, food policy, education policy, transportation policy, community development immigration, child abuse, spousal/partner abuse,
nature of work, lifestyle and sex, theft in the workplace, and dress and grooming standards. Note: As you can see there are many issues in contemporary society that deal pertain to the study of human relations, and therefore select an issue area or topic that is of intense personal interest.

This paper is due the first day of class and should deal with the problem/issue from an academic and professional perspective. The paper will contain the following minimum subheadings: Introduction, Current Status of the Problem/Issue, Facts and Trends, Recommendations, Conclusion, and Bibliography. Of course, the student may add other subheadings as deemed appropriate. The paper should be from 7 to 10 pages in length.

2) Each student will have read Taking Sides by the first day of class and have briefly summarized the issues in “yes” and “no” positions presented and be prepared to present and discuss his/her own position on the issue under consideration. Specifically, however, each student will be assigned one Issue in Taking Sides and present a PowerPoint presentation on the pros and cons of the assigned issue, and the presentation will be accompanied with handouts of the slides for all class participants.

3) NOTE: Your site manager, Mr. Allen Cannon has agreed to make the student related assignments for Taking Sides and the case studies in Human Relations in Action. He will have special instructions from me on how to proceed in making these class related assignments and please do what you can to accommodate his courtesy for the class.

4) Also, you will be assigned to analyze and evaluate two case studies from the Meyer, et. al., book and present the major concepts and ideas to the class. The case studies will be assigned by the site manager prior to the first class period. You should be prepared to discuss the key or salient issues with the class on a designated evening. It will be your responsibility to present a synthesis of the key points in the case and then prepare a PowerPoint summary that will be presented and then distributed to all class members. This mechanism will provide a useful method for class participants to integrate the substantive areas of current issues in human relations with their own experiences in this important professional and academic area.

The type of presentation you make may vary from a standard PowerPoint presentation, to audio-video, simulation exercises, etc., which you feel will enable you to best present the material. Time will be made available during the first day of class to discuss the presentation technique you plan to use.

5) A comprehensive final examination will be given on the final day of class.

6) Grading Criteria: This is a letter-graded course: A, B, C, D, or F. Grades for the course will be determined on a 100 point/percentage basis, as follows: A (100-90); B (89-80); C (79-70); and D(69-60).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem/Issue paper</td>
<td>First class session</td>
<td>30%</td>
</tr>
<tr>
<td>Case/Issue Presentation</td>
<td>As Assigned</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>All class sessions</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Last class session</td>
<td>20%</td>
</tr>
</tbody>
</table>

Note: Attendance and participation are related; students cannot participate if they are absent.

Submission of Late Work: The acceptance of late work is at the discretion of the professor. Late work in connection with an excused absence will be accepted. Generally, students who have emergency military duties and deployments, either long or short term, or emergencies in connection with their family members’ health or other substantiated emergencies will have their late work accepted.

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.
Preliminary Table of Contents


Each class member will be assigned two cases to facilitate during the week long course. A PowerPoint presentation of the case study you have been assigned should be prepared and the Questions and Instructions portion at the end of the case should be completed, as mentioned above, by the presenter. When the case is presented, a PowerPoint Handout (3 slides/page) should be distributed to our colleagues.

Since the book is now in production, the following tentative list of case studies is illustrative of those that will be included in the final publication. The published Table of Contents for Human Relations in Action will be added to this syllabus when it becomes available.

1. Waiting for “Jim Crow”
2. An Illegal order
3. Restoring Peace in Mayville
4. It’s Not Easy on the Top
5. A Campaigner for Equal Rights
6. Reverse Discrimination in the Commission on Human Relations
7. The Many Faces of Discrimination
8. Bureaucracy and Babyfication
9. Paradise Lost for Some
10. Meet me at the Elysium
11. Freda is Sick Again
12. Partnering and monologues
13. Contagious neighborhoods
14. Competition from Behind Bars
15. When the Past comes Calling
16. Safe Sex and Lifestyle
17. Zero Tolerance Policies: do they make Sense
18. Regional or Racial Bias in Diversity Training
19. Health Care—a Right or a Privilege?
20. Appearance Equals Reality: A View From Below
21. Many sides of downsizing
22. American Versus Immigrant Labor
23. When the Disease Hits Home
24. No Welcome Wagon Here
25. Defining the boundaries of Harassment
26. Saving Grace
27. Affirmative-Action Pressures
28. A Hard Pill to Swallow
29. An Instance of Racial Bias
30. A Moral Dilemma
31. Lingering 9/11 Concerns
32. Pictures are Worth a Million Words
33. Severe Acute Respiratory Syndrome (SARS)
34. Community and Economic Development
35. Language has Meaning
36. Doing the Zoo
37. Life at Quality Care House
38. AIDS and Afraid
39. A Comforting Scientific Experiment
40. Congruity or Walking Your Talk
41. A Little “Dab” Will Do Ya
42. Ancestry Worship and the Right to Religious Expression
43. Balancing Work and Life Activity
44. Management in a Foreign Land
45. The Expectant Mother
46. Racial Insults in the Lunch Room
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

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

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

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

Accommodation Statement

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

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

C. Kenneth Meyer, Ph.D.

Education

- 1979 Ph.D. in Political Science, The University of Oklahoma
- 1970 M.P.A., Master of Public Administration, The University of Oklahoma
- 1969 M.A. in Political Science, The University of Oklahoma
- 1965 B.A. in Social Science, St. Thomas University, St. Paul, MN

Current Positions

Thomas F. Sheehan Distinguished Professor of Public Administration, Department of Public Administration, Drake University, Des Moines, Iowa

Frequently Taught Advanced Programs Courses

- HR 5023 Research in Human Relations
- PSC 5243 Managing Public Programs
- PSC 5143 Program Evaluation
- PSC 5253 Human Resource (Personnel) Administration
- PSC 5173 Bureaucracy and the Policy Process
- PSC 5913 Introduction to Analysis
- HR 5023 Research in Human Relations
- HR 5110 Human Resource Development

Major Areas of Teaching and Research Interest

- Leadership and management issues in complex organizations
- Applied decision-making in public, private and non-for-profit organizations
- Research methods and quantitative and qualitative analysis
- Violence and authority
- Workplace transformation
- Urban planning and administration
- Human resource management and development
- Workplace issues in contemporary society

Representative Publications and Presentations

Books:

- Co-author - Managing America’s Organizations. Millennium HRM Press, January, 2005
Selected Articles:

- “The MPA Degree: The Professional Degree for the 90’s, “Adult Learner, Fall, 1994, pp. 1-3.
- “A Theoretical Perspective on Violence Against Governmental Authority,” Public Administration and Management, Fall, 2000.

Recent Case Studies:


Presentations:

• 2006 – Key Note Address “Management in a Foreign Land,” presented at the Thirteenth Annual Meeting of the American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February 23, 2006
• 2008 - Key Note Address, “Sustainable Environmental Issues,” 2nd Annual Innovation and Leadership Conference, Center for Professional Studies, Drake University, November 15, 2008.
• 2010 – Commencement Address, “If You Mean It, Say It Again,” Rock Island Conservatory, August, 2010.
• 2011 – Keynote Address “Food Policy: Why We Need to Know More About the Food We Eat,” Innovation and Leadership Conference, Drake University, January, 2011
• Presenter, Reaction Against the Almost Universal Adoption of NHST for Certifying Knowledge Claims, 18th Annual Conference of American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February, 2011.

Representative Honors and Awards Received
• “International Green Apple Award,” for Environmental Best Management Practice, British Parliament, Fall, 2006
• Teacher of the Year, College of Health and Pharmacy, Drake University, 2005
• Nominee, Madelyn Levitt Teacher of the Year Award, Drake University, 1996-200; 2006
• Outstanding Teacher of the Year Award, 1996-1997, Drake University, April 8, 1997; 2002; and 2008
• Regents’ Award for Superior Teaching, The University of Oklahoma, 1986
• American Society for Public Administration, Outstanding Contribution Award, 1983
• National Science Foundation Fellowship, The University of Oklahoma, 1969
• Pi Alpha Alpha, National Honorary Society for Students in Public Administration and Public Affairs
• Pi Sigma Alpha, National Political Science Honorary Society
• Beta Gamma Sigma, National Business Honorary Society
• The Harry I Wolk Distinguished Research Award, Spring, 2002

Major Professional Affiliations

• National Association of Schools of Public Affairs and Administration (NASPAA), Executive Council Member, 1988-1991
• American Society of Public Administration, 1965-present
• International Personnel Management Association, 1993-present
• Industrial Relations Research Association, 1997-present