

## **HR 5013-108: Current Problems in Human Relations**

### **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: October 16-22, 2017

Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.

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: September 17, 2017

### **Site Director:**

Email: [apwashington@ou.edu](mailto:apwashington@ou.edu). Phone: 703-418-4800.

### **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](mailto: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 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](mailto: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. Finsterbusch, K. (2016). *Taking sides: Clashing views on social issues* (19<sup>th</sup> ed.). Columbus, OH: McGraw Hill. ISBN 13 9781259666407.
2. Meyer, C. K. (2011). *Human relations in action*. Des Moines, IA: Millennium HRM Press. ISBN 9780977088157.

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:**

#### **Class Requirements:**

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.

#### **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

### **Contemporary Problem Paper:**

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 (or when you have adequately covered the specific topic you are addressing in your paper).

### **Class Presentations:**

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.

**Note:** Please contact the professor at [kenneth.meyer@drake.edu](mailto:kenneth.meyer@drake.edu) for assignments related to *Taking Sides: Clashing Views on Social Issues* and the case studies in *Human Relations in Action*.

### **Case Studies Presentation:**

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.

### **Final Examination:**

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

### **Grading:**

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).

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Problem/Issue paper	First class session	20%
Case/Issue Presentation	As assigned	50%
Attendance/Participation	All class sessions	10%
Final Exam	Last class session	20%

**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.

**Course Attendance and Participation:**

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.

## Preliminary Table of Contents

**Contents – Human Relations in Action**, by Meyer, Noe, Geerts, and Frank (2010).

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

The following list of case studies are included in the casebook..

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. Lingerin 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. 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](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](mailto: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**

**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**

**Recent Books: A complete listing of the 26 books by Meyer are available upon request.**

- Co-Author, Managing Public Service Organizations, Millennium HRM Press, Inc., 2009
- Co-Author, Human Relations in Action, Millennium HRM Press, Inc., 2010
- Co-Author, Managing People as Assets, Millennium HRM Press, Inc., 2011.
- Co-Author, Conducting the People's Business, Millennium HRM Press, Inc., 2011
- Co-Author, Nonprofit Management and Leadership, Millennium HRM Press, Inc., 2013.
- Co-Author, Solving Public Management Problems, Millennium HRM Press, Inc., 2015
- Co-Author, Understanding Nonprofit Organizations (Steve J. Ott and Lisa Dicke), Westview Press, 2016.
- Co-Author, The Craft of Public Administration, 11<sup>th</sup> Edition, with John Rouse, 2016
- Co-Author, Experiencing Public Service Organizations, Millennium HRM Press, Inc., 2017.

### **Selected Recent Articles:**

- Co-author, "Disabled Laborers and the Equal Employment Opportunity Nightmare," Journal of Diversity Management, (December, 2016).
- Co-author, "Small Business Strategy in India: The Case of Café Central," Proceedings of the American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February, 2016.



- Co-author, “The Nuts and Bolts of an Effective Internship Program,” *The Journal of Business Case Studies*, Spring, 2016.
- Co-author, ‘The Strategy of Sustainable Waste Management: Landfill Management, Recycling, Reduction, and Pollution Prevention,’ *Journal of Business Case Studies*, (December, 2016)
- Co-author, “Historical Stream in the Development of ‘Economic Theory’” (Forthcoming, 2016)
- Co-author, “On Violence Against Authority: Management, Policy and Research Implications,” *International Journal of Management and Information Research*,\_Vol. 19, No. 1, Second Quarter, 2015.
- Co-author, “Landfill Management, Recycling, and Sustainability: Waste Management, Reduction, and Pollution Prevention,” *Journal of Sustainability Research*, 2015.
- Co-author, “From Dan to Danita: LGBT Based Discrimination to Issues of Religious Freedom,” *Journal of Diversity Management*, Fall, 2014.
- Co-author, “Thin Blue Line or Thick Blue Wall?” *Journal of Business Case Studies*, Fall, Vol .11, No. 1, 2014.
- Co-author, “On Violence Against Authority,” Proceedings, the Clute Institute International Business and Education Conferences, Las Vegas, Nevada, 2014.
- Co-author, “Talking Trash: Ethics, Sustainability, Recycling, and Organizational Trustworthiness“, *Journal of Sustainability Management*, 2(2) 2014.
- Co-author, “Discrimination in the Workplace: Real or Imagined? *Journal of Diversity Management*, 9(2) 2014.
- Co-author, “Strategic Planning at UnityTrust Hospital, *Journal of Business and Behavioral Sciences*, February, 2015.
- Co-author, “The Senior Shuffle: Connecting Public Policy to Universal Design, Sustainability, Health Management, and Aging in Place”, *Journal of Business Case Studies*, 10(4), 2014
- Co-author, “Grass” by any other Name: Xeriscape and Sustainability,” *Journal of Sustainability Research*. Summer, 2014.
- Co-author, “Eupsychian Management: Organizational Change, Behavior, Motivation and Trust,” *Journal of Business Case Studies*, Summer, 2014.
- Co-author, “Water by Any Other Name: Xeriscape, Conservation and Water Policy,” *The American Society of Business and Behavioral Sciences*, February 15-18, 2014, Caesars Palace, Las Vegas, Nevada
- Co-author,” Eupsychian Management: Organizational change, Behavior, Motivation and Trust,” The 2013 Clute Institute International Conference, The Mirage Hotel and Resort, September 22-25, 2013, Las Vegas, Nevada.
- Co-author, “Trustworthiness, Justice and the Mediating Lens,” *International Journal of Management and Information Systems*, Spring 2013.
- Co-author, “Immigration and Diversity,” *Journal of Business and Behavioral Sciences*, Vol 25; No 2; Fall 2013.
- Co-author, “Trustworthiness, Justice and the Mediating Lens,” Proceedings of the ASBBS 17th International Conference [http://www.asbbs.org/files/2013/ASBBS\\_2013\\_INT\\_PROG.pdf](http://www.asbbs.org/files/2013/ASBBS_2013_INT_PROG.pdf)
- Co-author, “An Introduction to Nonprofit and Public Sector Human Resources Management,” in *Nonprofit Management: Leading 21<sup>st</sup> Century Organizations*, Millennium HRM Press, Inc., (2013).
- Co-author, “Nonprofit and Public Sector Human Resources Management: A Comparative Analysis,” *International Journal of Management & Information Systems*, Summer 2013
- Co-author, “Understanding What Differentiates Nonprofits From Other Public Sector Entities,” Clute Institute Proceedings, 2012.
- Co-author, “The Rise of Statistical Testing in Public Administration Research and Why it is a Mistake,” *Journal of Business and Behavioral Sciences*, Spring 2013:1-20
- Co-author “Nonprofit Organizations in a Human Resources Management Context: Understanding What Differentiates Nonprofits from Other Public Sector Entities,” *International Journal of Management & Information Systems*, Summer, 2013.

- Co-author, Conference Proceedings, Nonprofit organizations in a Human Resources Context: Understanding What Differentiates Nonprofits From Other Public Sector Entities, Las Vegas International Academic Conference, Las Vegas, Nevada USA 2012.

### **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; 2008, and 2016.
- 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, 2016

### **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

### **Some recent presentations**

- Keynote Address, Stockholm. Sweden: From Agropolis to Ecopolis Building the City of Tomorrow,” June,4, 2017.
- Presenter, Research Methods and Statistics for Public Managers, Certified Public Management Program, State of Iowa, Des Moines, Iowa, February, 2016.
- Presenter, Human Resource Management, Certified Public Management Program, State of Iowa, Des Moines, Iowa, February, 2016.
- Presenter, Change Management, Certified Public Management Program, State of Iowa, March, 2016.
- Keynote Address, “The Administration of Evil: The Bunkhouse in Atalissa,” ASBBS International conference, Venice, Italy, June, 2015.
- Presenter, “Historical Stream in the Development of ‘Economic Theory’” ASBBS National Conference, Caesars Hotel, Casino and Resort, February, 2014.
- Keynote Address, “Violence in American Society—Data versus Perception,” ASBBS National Conference, Caesars Hotel, Casino and Resort, February, 2015.