

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Current Problems in Human Relations

Course Number:

HR 5013-111

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. Topics include the emergence of social media, cyberbullying, social inequality, populist movements, mass movements, renewable energy, and distributed leadership.

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 2 – 4 and June 9 – 11, 2017

Location: 3281 Sheridan Road, Fort Sill, Oklahoma.

Hours: Friday 5:30-9:00 p.m., Saturday 9:00 a.m.-5:00 p.m.; Sunday 12:00-4:00 p.m.

Last day to enroll or drop without penalty: May 4, 2017

Site Director:

Email: apftsill@ou.edu. Phone: 580-355-1974.

Professor Contact Information:

Course Professor: Susan Nash, Ph.D.

Mailing Address: 1108 Westbrooke Terrace
Norman, OK 73072

Telephone Number: (405) 314-7730

Email Address: smithnash@ou.edu

Skype: beyondutopia

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:

1. Nash, S. S. (2016) *Quick-start writing guide for graduate research and writing*. Texture Press. ISBN 9781945784033. Note: this text will be made available for free in digital format within the course.
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Initial Readings:

- Cyberbullying: <https://www.stopbullying.gov/cyberbullying/what-is-it/>
- The Journal of Social Media in Society: various articles <http://thejsms.org/index.php/TSMRI>

- Structure Inequality: <http://blogs.reuters.com/great-debate/2014/02/03/the-other-inequality-is-structural/>
- Brief History of Populism in America: <http://www.counterpunch.org/2013/11/05/a-short-history-of-populism-in-america/>
- Ella Baker and the civil rights Freedom movement: <http://ellabakercenter.org/about/who-was-ella-baker>
- Learning about renewable energy: <https://www.nrel.gov/workingwithus/learning.html>
- Amazon wind farm (Scurry County, Texas): <https://www.amazon.com/p/feature/ps9c2vfu7fcm4t6>

Additional Articles will be posted in Canvas before the beginning of class.

Course Objectives:

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

- Identify challenges in society
- Discuss the pros and cons of social media
- Define cyberbullying
- Explain who is impacted by cyberbullying and how to combat it
- Discuss how social inequality can be structural
- Describe populism and populist movements
- Discuss a grassroots and mass movements and their impact on society
- Explain how renewable energy is being developed in the U.S. in conjunction with new technologies, and the impact on society
- Analyze distributed leadership and how it can be used for positive social and individual change

Assignments, Grading and Due Dates:

Attendance and Participation:

Class attendance and participation are expected for this course. If you must miss a class or be late due to work commitments, please let me know ahead of time.

Pre-Seminar Assignment:

Please select two or three topics from the Course Objectives and write a 4 or 5 page response paper in which you discuss the different points:

- How important is the issue?
- Describe the history of the issue.
- Give examples of the issue in the current situation / times
- What are your experiences with the issues?

Group Assignment:

Select 5 topics in the Course Objectives and analyze scenarios and propose a plan of action. Details will be provided in class, and the groups will work during class.

Post Seminar Assignment:

You will continue to analyze the topics in the course and research their impact on the United States or abroad. The paper has to be 8-10 pages and follow 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 will discuss why you chose this issue/problem, the severity of the problem, what is being done to address the problem, what intervention and/or prevention efforts or policies exist to reduce or eliminate the problem, and what are the long term implications of this issue/problem? Your paper should fully address and explore the issue or topic chosen.

Grading:

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

Assignment	Due Date	Percent of Grade
Pre-Seminar Assignment	June 4, 2017	20%
Group Assignments	June 11, 2017	40%
Post-Seminar Assignment	June 23, 2017	40%

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

Susan Smith Nash, Ph.D.

Education

- 1996 Ph.D. in English, University of Oklahoma
- 1989 M.A. in English, University of Oklahoma
- 1981 B.S. in Geology, University of Oklahoma

Current Positions

- Advanced Programs Professor since 1998
- Adjunct Professor, Human Relations, University of Oklahoma
- Director of Education and Professional Development, American Association of Petroleum Geologists

Frequently Taught Advanced Programs Courses

- HR 5013 Current Problems in Human Relations
- HR 5113 Graduate Research and Writing
- HR 5033 Leadership in Organization
- HR 5133 Change, Challenge, and Creativity in Organizations

Major Areas of Teaching and Research Interest

- Leadership, Strategic Decision-Making, Risk in Energy and Natural Resources
- Leadership in Difficult Times and the Apocalyptic Narrative
- Persuasive and Technical Writing
- E-Learning, Instructional Design, and Effective Knowledge Transfer
- Shale Plays / Unconventional Resource Plays (emphasis on North America)
- Drones / UAS systems and applications, with emphasis on sensors / missions
- Big Data / Deep Learning applied to problem-solving / pattern recognition

Representative Publications and Presentations (Partial)

- Sesiones Plenarias NOC e IOC: El "Escalofrio" del ICE. *Petroleum Revista* (Caracas, VE), Octubre 2016, pp. 23-24.
- Blood-Soaked Feathers: Urban Farming Meets Urban Flood Control-Created Habitats. *IJRDO: Journal Agricultural Research*. Volume 2, Issue 8, August 2016.
<http://www.ijrdo.org/International-Journal-of-Research-&-Development-Organisation-pdf/Agriculture%20and%20Research/August-2016/Agricultural%20Research-August-3.pdf>
- The "Honor Killing" of Social Media Star Qandeel Baloch: Technological Change, the Changing Roles of Women, and Grassroots Backlash. *IFRDO: Journal of Social Science and Humanities Research*. Volume 2, Issue 7, July 2016.
- An Apocalyptic yet Abject "Jubilee" Narrative in George Robert Gissing's *In the Year of Jubilee: Mobility, Restoration, and Materiality*, *Journal of English Language and Literature*, Vol 4, No. 2 (2015) <http://www.hrpub.org/download/20160130/UJES3-14605339.pdf>
- Effective Technology Strategy for Shale Plays, *Universal Journal of Engineering Science* Vol. 3(4), pp. 79 - 87 /Horizon Research December 2015
- "La educación y la innovación transformadora en condiciones turbulentas" *Petroleum* April 2015.
<http://www.petroleum.com.ve/>
- "Geologists as Successful Entrepreneurs in Times of Low Oil Prices: The Importance of Innovation and Education" *WTGS Bulletin*. Vol 54, No. 4 (March/April 2015), pp 8-14.
- "Trije eseji: Postpostmoderniaem: Tehnokratske kulture?" (Three essays: Postpostmodernism: Technocratic Culture?" and "Nepreputnost tu ni dovoljena" (Impermeability Not Allowed Here) and "Pasolini, Boccaccio in Dekameron: Podlage za razumevenje sodobne kozmologije in iskanje odgovorov na tehnologo" in *Sodobnost 2014* (Ljubljana, Slovenia): p 1-10.

- "Museum Education in Transition: What Are the Essential Elements? Responses to Interview Questions" (co-authored with Elaine Bontempi) *Education Research Journal*, Summer 2012
- "Assistive Technologies: Accessing Voice and Selfhood in an Age of Digital Technologies" *Feminist Cyberspaces: Pedagogies in Transition*. Ed. Sharon Collingwood, Alvina E. Quintana, and Caroline J. Smith. Cambridge, UK: Cambridge Scholars Publishing, 2012: pp. 202-229.
- Full list of publications available at: <http://www.beyondutopia.net/nashcv>