The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Introduction to Graduate Studies in Human Relations

Course Number:
HR 5093-220

Course Description:
This course provides an introduction to and survey of the Program of Graduate Studies in Human Relations. It is designed to familiarize students with the standards and expectations of multidisciplinary graduate coursework, particularly regarding writing standards and research methods. Additionally, it provides an awareness of the history, theoretical basis, and career opportunities in human relations-oriented organizations. The course introduces students to what is required of practitioners engaged in promoting change in individuals, families, small groups, communities, and organizations. Students will gain practical knowledge of human interactions, diversity, change strategies, communication processes, service, the dynamics of groups and team building, leadership skills, and social justice issues.

The format for this class includes lectures, group discussions, class presentations, written assignments, web-based communication, and analysis of video material. Dialogue and communication will be encouraged as a means of sharing knowledge and examining assumptions and beliefs.

Class Dates, Location and Hours:
- Dates: November 17-22, 2015
- Location: Wiesbaden, Germany. See Site Director for classroom site.
- 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: October 19, 2015

Site Director:
Megan McReynolds. Assistant: Wade Jackson. Phone: 0611-143-548-1309; DSN 548-1309; E-mail: apwiesbaden@ou.edu

Professor Contact Information:
- Course Professor: Irene Karpiak, Ph.D.
- Mailing Address: Department of Human Relations
Norman, Oklahoma 73019
- Telephone Number: (480) 302-0217
- E-mail Address: ikarpiak@ou.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 0831rmgr@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
Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


3. Materials posted on the Electronic Reserve system: Access the OU Electronic Reserve page at [http://libraries.ou.edu/eresources/reserves/](http://libraries.ou.edu/eresources/reserves/); enter OU NetID and password, and select course and access material. Please contact your local Site Director if you require assistance.

4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

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:**

- Know the historical foundations of human relations
- Understand the major theoretical approaches to human relations
- Appreciate human relations as an art, sciences, and a multidisciplinary field
- Identify issues that impede or facilitate positive human relations
- Develop communication competence, an understanding of graduate education standards, and the tools needed for graduate study
- Gain an understanding of diversity as a foundation of social justice
- Understand the concept of a service orientation to the human relations profession.
- Apply the knowledge and skills gained in the program to possible career opportunities in human relations.

**Assignments, Grading and Due Dates:**

Before you begin your written assignments, carefully read the relevant sections in the *APA Manual* (6th ed.), or consult one of several on-line resources that provide APA guidelines. You are responsible for following all guidelines on these pages. To be acceptable, all written work must be grammatically and stylistically correct. Be sure to edit your written works carefully before handing them in. Also, be aware of the academic requirement for ‘original work’ in all assignments.

**Readings:**

You are expected to become knowledgeable of the content of the main texts, *Effective Human Relations; Interpersonal and Organizational Applications*, and *Transitions* for the foundation they provide for the study of Human Relations.

**Attendance and Participation:**

Students will be involved in a number of individual and small-group activities to enforce principles and concepts. Attendance, promptness, and respectful and constructive participation contribute to the learning of others and are requisite. If students are absent for any class sessions, they must arrange with the instructor to prepare additional assignments on the topics that were missed, in order to maintain their attendance/participation grade (10% of final grade).

**Written Assignments**

The Syllabus is posted in a timely way to allow students to prepare for the class in advance. Also, the D2L site with course and library materials is posted in advance for student reference and guidance.

**Assignments (1-3) are due prior to the on-site gathering of the class.** This feature ensures that students make maximum use of the on-site class time with the professor and can participate fully in the
discussion and contribute to the learning environment. Students are encouraged to contact the professor concerning any questions or need for guidelines with regard to the assignments.

**Assignment 1: An analysis of your organization through the theories and concepts of human relations.**

In Chapter 1 of the Reece text, beginning on page 9, the author outlines the “Major Forces Influencing Worker Behavior.” Among the forces included are Organizational Culture, Supervisory-Management Influence, Work Group Influence, Job Influence, Personal Characteristics, and Family Influence. You are asked to: a) first, drawing from the text, briefly define each of the ‘forces’ identified in the schema on page 9, Figure 1.2, and described in Chapter 1 (do not use Dictionary definitions); b) apply the schema to your present work setting or one in which you have worked or studied in the past—how do each of these ‘forces’ present themselves? c) and conclude by noting where the strengths and weaknesses lie with regard to the ‘forces’ in your organization. The intent is to have you analyze your organization and consider how each of the ‘forces’ present themselves and affect the work setting.

Students are asked to submit a 4-5 page (1000-1200 words) paper following the guidelines detailed above. Bring one copy of the paper to class for your own reference; post the other copy into the D2L Dropbox for Workplace Forces Analysis. Grading is 5% for each of the points a-c, and 5% for organization and writing style, total 20% of the final grade; due on the first day; with late papers subject to the loss of one point).

**Assignment 2: A Research paper and Seminar Presentation of an in-depth exploration of three Topics of human relations (from the list below).**

Students have the opportunity to select three topics from those listed below, research each topic, and prepare a written paper for each one. Each paper must be at least 500 words, or the equivalent of 2 pages, double-spaced; and each paper must be written in three voices: the Scientist, the Artist, and the Philosopher (see guidelines for ‘voices’, below; see also the sample posted in the Syllabus and Guidelines section of D2L). Students will be asked to share their research papers with the class, in the form of class seminars, group presentations, and round-table discussion.

Your papers should draw on the textbook material, and at least one other relevant, credible source, from those on D2L or other literature. Bring one copy of the paper to class for your own reference; post the other copy into the D2L Dropbox under Topics in HR 1, 2 and 3 (10 % for each paper, total 30% of grade for the written portion; due on day one of the class; with late papers subject to the loss of one point). Suggestion: If, by chance you do not receive your text in time, please focus your research on other materials, such as chapters and journal articles through OU Libraries.

Each of your written analyses and explorations must be written in three voices. That is to say, you should ‘take’ the voice of the Scientist, the Artist, and the Philosopher, as you write each paper. In the voice of the Scientist, summarize the main points of the concept (without personal comment), taking care to develop the ideas. Assume that the reader has not read your text or your materials. Then in voice of the Artist, offer your personal comment, including your experience with this topic and how it shaped your approach or understanding of the topic. Finally, in the voice of the Philosopher, given what you have learned so far, consider the significance, value, and possible application of this topic, or what is worth doing for Human Relations and human relations settings, including your present one. A sample of the 3-voices paper is posted on D2L under the Syllabus and Guidelines section. Note that there must be a balance of attention (word count) to each ‘voice.’

List of Topics related to Human Relations from which to choose three:

- a. Communication
- b. Self-Awareness
- c. Values/Ethics
- d. Attitudes
- e. Motivation
- f. Stress
- g. Emotions
- h. Conflict Resolution
Assignment 3: An Analysis of an instance of personal change

In the book, *Transitions*, William Bridges outlines the processes of undergoing changes in our life. He outlines and describes the phases of transition: the Ending Phase, the Neutral Zone, and the New Beginning. You have the opportunity to revisit an event of personal change (or the change that you have observed in someone else) and to explore its process, using the phases outlined in Bridges’ text, as well as other materials that are relevant. Your paper should include the following: a) an overview of the phases of transition that Bridges outlines in the text, b) a description of the your own or another’s transition process, c) an analysis that examines how the phases fit (or not) with your personal experience or observation of change, d) your ideas for how you or others can be most helpful for those going through personal change of the sort Bridges addresses. In other words, how does the assignment advance your understanding of change? Be sure to outline the phases and concepts from the text that you are using; in other words, assume that the reader has not read the text. Post your paper into the D2L Dropbox under Transitions; (grading is 5% for each of points a-d, total of 20% of the final grade; due on the first day of class; with late papers subject to the loss of one point).

Assignment 4: Term Paper

Students have three options from which to choose their Term paper, intended to integrate the main ideas and topics of the class. Post your Term Paper into the D2L Dropbox under Term Paper (20% of Grade; due two weeks after the end of the class). Students should discuss their choice with the instructor, before embarking on the assignment.

Option A:

Film Analysis: Select a film that portrays dimensions of one or two of the Topics listed above (Motivation, Leadership, etc.), and/or themes (Change, Development, Transformation) examined in class and discussed throughout the course. Prepare a paper (2000-2500 words or 8-10 pages, double-spaced) that presents an analysis of the film with reference to one or two of these Topics of the course. Your paper should include the following: a) a brief description of the topic(s) that you are using (assume that the reader has not read the text), b) a review of the film and the relevant parts you wish to highlight, c) an analysis that considers the way in which the film and the topics of principles ‘fit,’ that is, how they advance our understanding of some aspects of human relations, and d) what you have learned from doing this assignment. Grading is 5% for each point a-d, total of 20% of the final grade. (Due date is two weeks after the end of the class, December 6, 2015).

Option B:

Prepare a Personal Autobiography in five chapters; 20% of the final grade.

Imagine that a publisher has offered to publish your autobiography, and has asked for five chapters of your life story. What might be the titles of your chapters? What would be the title of your story? Prepare an outline of these five chapters and then write the chapters, allowing approximately two to three pages for each chapter. Make an effort to include both descriptive and reflective dimensions, that is, to move beyond mere description of events and consider their significance or meaning in your life. (Often this reflection comes naturally in the last chapter). An outline identifying the five chapters and the autobiography title should be presented to the instructor prior to writing. And be sure to decide upon a title of your narrative. Length should be at least 10-15 pages, double-spaced (2-3 pages per chapter). Post your Autobiography into the D2L Dropbox. It is due two weeks after the end of the class, December 6, 2015. To help guide you, this is a sample (example only) of one student’s Autobiography and Chapter titles:

- Autobiography: Through My Goggles
- Chapter 1: The Shaping of a Mind
- Chapter 2: Fitting In
Option C:
An Analysis of an Autobiography/Biography of an Individual: Read an autobiography or biography of an individual whose life touches upon or informs your study of Human Relations or of life’s issues and challenges. The Human Relations Topics (e.g., Motivation, Values, and Leadership, etc.,) should be areas to explore, of which you should choose one or two. Prepare an essay 1500-2500 words (equivalent of 8-10 pages, double-spaced) that communicates to the reader a) the life or significant life events of this individual, b) the issues that are revealed in the book and that you want to explore, c) the way that the life of this individual relates to the one or two Topic(s) you have selected, and d) the importance of this individual’s life story to our study of Human Relations; or the reasons for your having chosen this life story. Be sure to cover each of the points (a-d). Grading is 5% for each of the points, a-d, a total of 20%. The choice of book and outline should be discussed with the instructor during class and prior to writing. Due date of your paper is two weeks after the end of the class, December 6, 2015

Grading:
This is a letter-graded course: A, B, C, D, or F. Attendance at all class meetings is required.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date to Post on D2L</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Course Analysis Paper</td>
<td>The first day of class</td>
<td>20%</td>
</tr>
<tr>
<td>Three Topics papers (10% x 3)</td>
<td>The first day of class</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance, Participation, Presentation</td>
<td>In all class sessions</td>
<td>10%</td>
</tr>
<tr>
<td>Transitions Paper</td>
<td>Due first day of class</td>
<td>20%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>Within 2 weeks after last day of class, December 6, 2015</td>
<td>20%</td>
</tr>
</tbody>
</table>

The following explains my interpretation of each letter grade.

A = Superlative work. It reflects scholarship, depth, accuracy, and good grammar. Papers and critiques receiving an A grade: a) clearly address the stated objectives, b) are well organized and formatted, c) cogently address the relevant points, d) use appropriate citations and references, with all sources of information clearly referenced, d) and structure their papers to have an appropriate introduction and conclusion; e) word count accords with the assignment. Interpretation, analysis, and synthesis flow clearly from the information.

B = Above average work. It reflects sound scholarship, but may contain a few distracting presentation and process errors such as grammatical mistakes, spelling errors and lack of clarity or organization. Responses to parts of the assignment may be incomplete, sources of information not clearly identified and referenced, and word count may be shorter than required.

C = Average work. The work reflects marginal scholarship. It contains frequent grammatical mistakes and spelling errors. Objectives are not clear, sentence structure may be flawed, organization may be weak, citations are inadequate or missing, interpretation is questionable, and analysis is weak.

D = No comment.

Criteria for Writing through the Lens of a Scientist, an Artist, and a Philosopher
Rationale for this Format: The action of bringing the 'outside' and the 'inside' views, the "I," "it," and "we" together is believed by authors such as Ken Wilber (1995) to promote integration for the individual and to develop a perspective that is more inclusive and complex.
The Scientist:
The scientist represents the "it", the objective, theorizing, "outside" view. As the scientist, you should: Introduce the Topic, define it, and outline its main features according to the text(s), making clear what the text and authors attempted to do.

The Artist:
The qualities or criteria distinguishing the artist, the "I," include interiority (taking the inside view), subjectivity, sincerity, and truthfulness. Interiority includes reference to one’s personal experience and impressions in relation to the Topic. Include your personal comments, reflections, experiences, or observations.

The Philosopher:
The criteria for distinguishing the philosopher, the "we," include goodness, justness, care, and concern. This perspective concerns what personal viewpoint has emerged out of reading about this Topic, that is, what have you learned? How has your knowledge affected you as the reader? The question to ask, given what you have learned, is ‘what is worth doing?’ What does it suggest for action to be taken by yourself or others, for implications, and for doing things differently?

Further Guidelines for Preparing Papers, Exam, and Presentations

Call Upon CLOE:

- Clarity with respect to expression, grammar, meaning, sentence structure, and paragraph structure (each paragraph should have an introductory sentence, a body that develops the thought, and a concluding sentence);
- Logic in defining the problem to be addressed and the presentation of arguments, positions, treatment of issues, and conclusions;
- Organization that builds a coherent paragraph and overall structure (work from an outline!)
- Evidence that supports statements and opinions of the writer/speaker. Ask, “On what basis am I making this statement—my experience, the literature?” Bring in appropriate references.

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 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 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.

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
Irene Eugenie Karpiak, Ph.D.

Education
1990 Ph.D. in Education/Adult Education, University of Minnesota

Current Positions
- Advanced Programs professor since 1995
- Professor Emerita of Educational Leadership and Policy Studies
  University of Oklahoma

Frequently Taught Advanced Programs Courses
- HR 5093 Introduction to Graduate Studies in Human Relations
- EDAH 5353 Adult Learning and Development
- EDAH 5453 Autobiography and Life Writing
- EDAH 5463 Transformative Learning in Adult & Higher Education

Representative Publications and Presentations
- Karpiak, I. E., Midlife: The ‘Second Call’ for Faculty Renewal, in The Department Chair, Vol. 11, No. 4, 2001, pp. 11-12.

Major Professional Affiliations
- American Association for Adult and Continuing Education (AAACE)
- Society for Research in Adult Development (SRAD)
- American Educational Research Association (AERA)
Representative Honors and Awards

- University of Oklahoma, Educational Leadership, Teacher of the Year Award, 2011
- University of Oklahoma, College of Education, Teaching/Advising Award, 2002, 2008
- Canadian Journal of University Continuing Education, Journal Award, 2004
- Sheffield Journal Award, Canadian Society for the Study of Higher Education, 1997
- Journal Award of Excellence, Canadian Association for University Continuing Education, 2003, 1996
- Junior Faculty Research Award, The University of Oklahoma, 1997, 1995