Course Title: 
Introduction to Graduate Studies in Human Relations 

Course Number: 
HR 5093-494 

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. 

Course Dates: 
January 2-April 30, 2015 
Last day to enroll or drop without penalty: December 4, 2014 

Site Director: 
This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu 

Professor Contact Information: 
Course Professor: Irene Karpiak, Ph.D. 
Mailing Address: Department of Human Relations 
University of Oklahoma 
Norman, Oklahoma 73019 

Telephone Number: (480) 3020217 
E-mail Address: ikarpiak@ou.edu 
Professor availability: The professor will be available via e-mail to students throughout the course. 

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 www.oklahoma.bkstr.com 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. 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 4 p.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.


3. Materials posted on the Electronic Reserve system: Access the OU Electronic Reserves Page at http://libraries.ou.edu/eresources/reserves/; enter OU NetID (4x4) 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; enter your OU NetID (4+4) 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 Process:

This graduate course is entirely web-based, carried out primarily through D2L. The course lends itself to web-based delivery, due to the richness and abundance of the printed and media materials (fiction & non-fiction literature, films), the nature of student assignments, and the focus on discussion. Students will be able to retrieve course materials, submit their entries to D2L, both for discussion and instructor assessment, and respond to the postings of their fellow students. Dialogue and communication will be encouraged as a means of sharing knowledge and examining assumptions and beliefs.

As instructor, I will post articles, class notes, links, and highlights onto the various forums of D2L. Communication will occur through D2L and its e-mail capability.

A Course Schedule will be prepared and posted on D2L, outlining the expected progress of the Course and the weekly-related topics, activities, and assignments. (Please note, that the schedule is provided as a guide for planning, but it is subject to change as the course progresses.) The instructor will provide guidelines and introductions to the weekly readings. The course will run week-to-week, Monday to Sunday, and, unless otherwise indicated, all weekly assignments (except those spanning more than a week) will be due on the Sunday midnight of the week in which they were assigned, that is, the Monday assignment will be due on the following Sunday.

Week-by-Week:

a) Following the course schedule and with reference to the readings of each respective week, students will find weekly class notes and materials, as well as assignments, prepared and posted in the Content section of D2L.

b) Students will be asked to select topics of interest and to research these through reading pertinent text-related chapters and articles. The papers based on their research will be written in ‘three voices’–the voice of the scientist (objective, analytical), the voice of the artist (personal and experiential), and the voice of the philosopher (social and moral). Further guidelines on this approach are posted on D2L.

c) Student will be expected to respond to postings of their fellow students, thereby creating a dialogue among them on the D2L Discussion Board. (I have noted from previous courses the format of ‘three voices’ appears to encourage student responses, especially to the various experiences that students highlight.)

d) A Group project will center on discussion of a film and/or literature materials.

e) Students will be asked to respond to “Further Thoughts and Questions” that are introduced throughout the semester as particular themes and materials are explored.

The following principles drawn from adult education will guide the teaching process:

- The class is viewed as creative space that takes its shape and direction from the learners and their efforts and communications
• Careful responsiveness and contribution of ideas is expected and encouraged
• Learning is viewed as both a dynamic process and emergent phenomenon, thereby requiring careful monitoring and some improvisation
• Focus will be on fostering personal investment in learning and engagement with the materials and processes
• The expectation is that students will direct the assignments and inquiry in areas of specific personal and scholarly interests

Course Objectives:
• To understand major theoretical approaches to human relations
• To define human relations as an art, sciences, and a multidisciplinary field
• To identify issues that impede or facilitate positive human relations
• To develop communication competence, an understanding of graduate education standards, and the tools needed for graduate study
• To be familiar with the historical foundations of human relations
• To develop a clear understanding of diversity as a foundation of social justice
• To understand the concept of a service orientation to the human relations profession.
• To apply the knowledge and skills gained in the program to possible career opportunities in human relations.

Assignments, Grading and Due Dates:
The assignments are designed to offer the maximum opportunity to engage in work that is meaningful to learners with regard to personal and professional goals, and to share their experiences, insights, and interests with the other members of the class. Due dates will follow the Course Schedule on D2L

Quality of Written Work:
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.

Readings:
You are expected to become knowledgeable of the content of the main text, Reece, B.L. (2013). Effective human relations: Interpersonal and organizational applications (12th ed.), because it provides a foundation for the study of Human Relations.

Participation:
The success of this course rests on the thoughtful and timely participation of all students, whose work and ideas contribute to others’ learning. In light of this, participation grades will be based on the following: a) timely submission of assignments, according to the schedule; b) Thoughtful responses to postings of fellow students (a total of 5 throughout the course); represents 5% of the final grade.

Pre-Course Assignment: An analysis of theories and concepts related to human relations:
Class members will submit a 4-6 page (1000-1500 words) paper following the guidelines detailed below. Bring one copy of the paper to class for your own reference; post the other copy into the D2L Dropbox for Workplace Forces Analysis. (10% of the final grade; due according to the Course Schedule).

Analysis of what affects work behavior: 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, briefly define each of the dimensions identified in the schema and described in the Chapter, and b) using the schema on page 9, Figure 1.2,
prepare an analysis of your present work setting or one in which you have worked or studied in the past. In other words, consider how each of the ‘forces’ present themselves and affect your work setting; c) and conclude by noting where the strengths and weaknesses lie with regard to the ‘forces’ in your organization.

A paper based on your research of three Topics of human relations (listed below).

Choose three topics from those listed below, carry out research on this topic, and prepare a paper for each one. Each paper should be 500 words, or the equivalent of 2 pages, double-spaced; and each paper should be written in three voices: the Scientist, the Artist, and the Philosopher (see guidelines for ‘voices’, below). Your papers should draw on the textbook material, and at least one other of the relevant readings on D2L and/or OU Electronic Reserve Reading for this course. In addition, be prepared to share your knowledge with the class, by posting your paper onto the D2L Discussion Board and the Dropbox under Topics in HR (10% for each paper, total 30% of Grade). In order to be benefit your class colleagues, your Topics paper will be due at the beginning of the week of that Topic’s scheduled discussion, with late papers being subject to the loss of one point.

Each of your written analysis and explorations must be written in three voices. In other words, you should ‘take’ the voice of the Scientist, the Artist, and the Philosopher, as you write each paper. As the Scientist, summarize the main points of the concept (without personal comment). Assume that the reader has not read your text. 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 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.

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. Emotions
- g. Diversity
- h. Team Building
- i. Conflict Resolution
- j. Stress
- k. Gender Issues in Work
- l. Leadership

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 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 that 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, do not assume that the reader has read the text. Keep in mind that any good paper begins with an introduction and ends with a conclusion (a closing summary as a courtroom lawyer might do). Post your paper (750 to 1000 words) into the D2L Dropbox under Transitions; and if you choose to do so, post it into the Discussion Board; due according to the schedule. (15% of the final Grade).
Questions and Further Thoughts:

Throughout the course, students will be asked to respond to questions that invite reflection on the materials and possible applications. Your papers (about 250 words) should be posted in two places on D2L: into the Dropbox assigned to the week and on the Discussion Board, for that week. This assignment is 5x5=25% of the final grade. Because the Discussion Board is intended for the sharing of our work, late submissions are subject to the loss of one point.

Term Paper

Students have several options from which to choose for their Term paper, intended to integrate the main ideas and topics of the class. Due date is the last day of class. Term paper options should be discussed with the instructor in advance of the due date. Post your Term Paper into the D2L Dropbox under Term Paper. (15% of Grade).

Option A: Film Analysis:

Select a film that portrays some dimension of the Topics listed above (Motivation, Leadership, etc.), and Principles examined in class and discussed throughout the course. Prepare a paper (1000-1250 words) double-spaced that presents an analysis of the film with reference to one or more of these Topics or Principles of the course. Your paper should include the following: A) an brief description of the topic(s) or principle(s) that you are using (do not assume that the reader knows them), b) a review of the film and the relevant parts, 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 the film meant to you personally. An outline of the paper must be presented to the instructor on the last day of class and prior to writing the paper.

Option B: An Autobiography in Five Chapters:

Imagine that a publisher has offered to publish your autobiography, and has asked for five chapters of your life as a learner or as an educator. Write an autobiography in which you recall features of your life that has led to your studies of human relations and interest in this field. 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. 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 on the last day of class and 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).

Below is an example of one student’s Autobiography and Chapter titles:

Autobiography: Through My Goggles

Chapter 1: The Shaping of a Mind
Chapter 2: Fitting In
Chapter 3: Critical Exploration: The Turning Point
Chapter 4: Resolution
Chapter 5: Where to Now?

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) will be a source of areas to explore, or there may be some other aspect of the individual’s life that speaks to your interests. Prepare an essay (1000-1250 words) that communicates to the reader a) the life of this individual, b) the issues that compelled or guided him or her, c) the way that the book relates to the Topics or Principles you have selected, and d) what the individual’s life story might mean to others and to Human Relations. Be sure to cover each of these
points. The choice of book and outline should be presented to the instructor on the last day of class and prior to writing.

Option D: Put Human Relations into Practice

This assignment invites you to consider the possible implications for your professional practice that issues in Human Relations can suggest. Consider an arena of your practice and how human relations theory or concepts could impact the situations that arise there. Length is 500 to 750 words).

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</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Analysis Paper</td>
<td>According to Class Schedule</td>
<td>10%</td>
</tr>
<tr>
<td>Three Topics papers</td>
<td>According to Class Schedule</td>
<td>30%</td>
</tr>
<tr>
<td>Five Questions &amp; Further Thoughts</td>
<td>According to Class Schedule</td>
<td>25%</td>
</tr>
<tr>
<td>Transition Paper</td>
<td>According to Class Schedule</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance, Participation, Presentation</td>
<td>Timely posting of work and responses to others</td>
<td>5%</td>
</tr>
<tr>
<td>Final Term Paper</td>
<td>Last Day of Class</td>
<td>15%</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, critiques, and presentations receiving an A grade are well organized, cogently address almost all appropriate points, leave little in the way of questions unless purposely designed to stimulate questions, provide appropriate citations, and clearly address the stated objectives. Interpretation, analysis, and synthesis flow clearly from the information base.

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. Interpretation may be challenged; analysis and synthesis may be criticized easily.

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, citations are inadequate, 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," (includes taking the personal view), subjectivity, sincerity, and truthfulness. It 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.

Policy for Late Work:
Please contact the professor regarding his/her policy for late work

Attendance Policy:
In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone before the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed

Incomplete Grade Policy:
A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:
If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).

Procedures for Completion of Course Evaluation:
Upon completion of the course students should go to the Advanced Programs Online Learning Information webpage and click on the applicable semester link under “Online Course Evaluation” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.
POLICIES AND NOTICES

Attendance/Grade Policy

**Note:** Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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](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/](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.

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/](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

Professor, Educational Leadership and Policy Studies, University of Oklahoma

Frequently Taught Advanced Programs Courses

- HR 5093  Introduction to Graduate Studies in Human Relations
- HR 5113  Adult Development and Learning
- EDAH 5033 Critical Literature in Adult & Higher Education
- EDAH 5013 The Adult Learner
- EDAH 5940 Transformative Learning in Adult 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, College of Education, Teaching/Advising Award, 2002
- 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