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

Course Title:  
Introduction to Graduate Studies in Human Relations

Course Number:  
HR 5093-223

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: February 3-8, 2015  
Location: Classes held at Building 2784, Room 301, Kapaun Air Station on Vogelweh Air Base.  
Hours: Tue-Fri 6:00-9:30 pm; Sat-Sun 8:30 a.m.-4:30 p.m.  
Last day to enroll or drop without penalty: January 5, 2015

Site Director:
Tiffany Winfield. Assistant: Taylor Austin. Phone: DSN 480-6807, Civilian 06371-47-6807; Fax: 06371-479839; E-mail: apramstein@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: jkarpiak@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 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 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 (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 Reserve page at [http://libraries.ou.edu/eresources/reserves/](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](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 Objectives:**

- Know 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
- Know the historical foundations of human relations
- 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.

**Readings:**

You are expected to become knowledgeable of the content of the main texts, *Effective Human Relations; Interpersonal and Organizational Applications*, and *Transitions* because they provide a foundation 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 that contribute to the learning of others are requisite. If one class session is missed, students must arrange with the instructor to complete an additional assignment in order to maintain their attendance/participation grade (10% of 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. (20% of the final grade; due the first day of class; with late papers subject to the loss of one point).
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 written analysis and seminar presentation of an in-depth exploration of three Topics of human relations (listed below).

Choose three topics from those listed below and prepare a written response 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). In addition, be prepared to share your knowledge with the class, in a seminar format, as these topics are introduced. Your papers should draw on the textbook material, and at least one other relevant reading on D2L or other source; (10 % for each paper, total 30% of Grade for the written portion. Bring one copy of the paper to class for your own reference; post the other copy into the D2L Dropbox under Topics in HR. 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 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

(1000-1500 words, equivalent of 4-6 page double-spaced; 20% of Grade; due date is at the start of the last day of class). 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 observe 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 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 

Term Paper 
(20% of Grade; due two weeks after the end of the class, February 22, 2015). Students have three 
options from which to choose their Term paper, intended to integrate the main ideas and topics of the 
class. Due date is two weeks following the end of the class. Post your Term Paper into the D2L Dropbox 
under Term Paper.

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 
(8-10 pages, 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).

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  
   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 1500-2000 words (equivalent of 6-8 pages, double-spaced) 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 you have selected (choose one or two), and d) the importance of this 
individual’s life story 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.
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 start of first day of class</td>
<td>20%</td>
</tr>
<tr>
<td>Three Topics papers</td>
<td>The start of 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>The start of last day of class</td>
<td>20%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>Within 2 weeks after last day of class, <strong>February 22, 2015</strong></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, 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," 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](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. 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/](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 Emeritus of 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 5453 Autobiography and Life Writing
- EDAH 5013 The Adult Learner
- EDAH 5463 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, 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