Course Title:
Introduction to Graduate Studies in Human Relations

Course Number:
HR 5093-490

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, 2014
Last day to enroll or drop without penalty: December 4, 2013

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: Dept of Human Relations
University of Oklahoma
Norman, Oklahoma 73019
Telephone Number: (480) 3020217
Fax: Number: (405)
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. Orders can be placed online at www.oklahoma.bkstr.com. Faxed orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)

3. 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: Follett 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 Follett.

OU E-Mail:
All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

Online Learning Resource Center:
The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to http://casweb.ou.edu/olr/ or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

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.

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

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.

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, Human Relations Personal and Professional Development (2nd ed.) because it provides a foundation for the study of Human Relations. Our focus will be primarily on Chapters, 1, 2, 3, 4, 5, 8, 9, 10, 11, and 12 (ten chapters).

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 Analysis Paper:

An analysis of theories and concepts related to human relations. Class members will submit a 4-6 page (1000-1500 words, with title page, into the D2L Dropbox for Workplace Analysis. Analysis of what affects work behavior: In Chapter 1 of the DeCenzo and Silhanek text, the authors describe the range of factors both personal and organizational that moderate work behavior. Among the personal they include personality, attitudes, values, etc.; and among the organizational are goals, people, culture, etc. You are asked to: a) first, define each of the dimensions identified in the schema and described in the Chapter, and b) using the schema on page 6, Exhibit 1-1 and Exhibit 1-5, do an analysis of your present work setting or one in which you have worked or studied in the past; c) and conclude by noting what features of your organization promote positive work behavior and which inhibit it. (Note: ‘Personal Characteristics’ refers not your own Personal Characteristics, but rather to those of the work setting personnel.)
Three Topics Paper:

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 papers onto the D2L Dropbox under Topics in HR (10 % for each paper, total 30% of Grade; due date is in accordance with the class schedule.

Each of your written analysis and explorations should be in three voices. As the Scientist, summarize the main points of the concept (without personal comment). 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 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:

a. Motivation
b. Values
c. Personality
d. Communication
e. Diversity
f. Career Development
g. Stress
h. Power
i. Ethics
j. Leadership

Transitions Paper:

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 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 into the D2L Dropbox under Transitions; and if you choose to do so, post it into the Discussion Board; due according to the schedule. (20% of grade).

Group Project of Film Analysis:

Students will view the film, “In Good Company,” a film that depicts the dynamics of personal and organizational change. The film will be examined in light of the features of personal and organizational dynamics. Students will be asked to examine issues related to human relations, and to provide a brief analysis that draws in the relevant text and other materials. While it is essential that every member contribute to project, one group member will be chosen by the group to post the final paper into the Dropbox and onto the Discussion Board; represents 10% of the final grade, due according to the class schedule.
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 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 3×5 = 15% of the final grade.

Term Paper
Students have several options from which to choose 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. (20% 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 (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).

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 (6-10 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 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 3-4 pages (750-1000 words).

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Course Analysis Paper</td>
<td>According to Class Schedule</td>
<td>10%</td>
</tr>
<tr>
<td>Three Topics papers</td>
<td>Throughout the class</td>
<td>30%</td>
</tr>
<tr>
<td>Three Questions &amp; Further Thoughts</td>
<td>Throughout the class</td>
<td>15%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>Due the last day of class</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance, Participation, Presentation</td>
<td>Timely postings and responses</td>
<td>5%</td>
</tr>
<tr>
<td>Transitions Paper</td>
<td>According to Class Schedule</td>
<td>20%</td>
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This is a letter-graded course: A, B, C, D, or F. Attendance at all class meetings is required. The course is a letter grade course: A-F. 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.

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.

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.

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 Distance Learning webpage and click on the applicable semester link under “Course Evaluations” 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.
Important information you should know about online courses:

- To sign on to Desire2Learn (D2L), log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.

- Students enrolled in online courses may be required to take the CAS student orientation in Desire 2 Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at [http://casweb.ou.edu/olr/public/students/orientation.htm](http://casweb.ou.edu/olr/public/students/orientation.htm)
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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
- assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the Student’s Guide to Academic Integrity

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.

Copyright

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
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