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

Course Title:  
Introduction to Graduate Studies in Human Relations  

Course Number:  
HR 5093-109  

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.  

Class Dates, Location and Hours:  
Dates: July 20-22 & 27-29, 2012  
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.  
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.  
Last day to enroll or drop without penalty: June 21, 2012  

Site Director:  
Cathy Yeaman. Assistant: Jan Plavchak. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu  

Professor Contact Information:  
Course Professor: C. Eugene Walker, Ph.D.  
Mailing Address: 1133 Bank Side Circle  
Edmond, OK 73003  
Telephone Number: 405-341-7399  
Fax Number: 405-341-7399 (Call first)  
E-mail Address: genewalker@iname.com  
MHR Website: http://ou.edu/cas/hr  
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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).  


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:

- To understand major theoretical approaches to human relations
- To define human relations as an art, science, 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:

1. Read the articles/chapters in the two textbooks as noted below and prepare a question that you could use to lead the class in discussing each chapter in the Harris book and each issue in the Coleman book. You should have a total of 29 discussion questions (14 over chapters and 15 over issues). I will call on students at random during class to lead the discussion. You will turn copies of all of your questions in at the end of the class. You may earn 100 points in this manner. Failure to lead class discussion when called upon will reduce your grade by 25 points each time it occurs. Failure to turn in 29 discussion questions at the end of the course will reduce your grade by 5 points for each omission.

   Reading assignments from Harris, Maloney and Rother text:
   - Chapters 2, 3, and 4 (pages 23-60)
   - Chapters 9, 10, 11, and 12 (pages 129-180)
   - Chapters 13, 14, 15, 16, and 17 (pages 195-255)
   - Chapters 26 (pages 359-366) and 29 (pages 387-406)

   Reading assignments from Coleman and Ganong text:
   - Issue 2 (pages 16-30)
   - Issues 4, 5, and 6 (pages 43-70)
   - Issues 8 and 9 (pages 81-94)
   - Issue 11 (pages 119-142)
   - Issues 14, 15, and 16 (pages 163-192)
   - Issues 18, 19, 20, 21, and 22 (pages 203-263)

2. You may give an oral presentation (10-20 minutes) to the class on one of the following topics. You must obtain approval from the professor for your presentation. This is to prevent too many presentations on the same topic. Contact the professor for approval before the class begins via email (genewalker@iname.com) or in person during class sessions. Students are encouraged to be prepared to make oral presentations starting with the second class session so that there will not be an excessive number of presentations on the last day. An outline of your presentation is due at the end of the course. Presentations are graded as pass/fail. You may earn 100 points for an acceptable presentation.

   a) Comparative Education: Interview a person who has gone to school in a country other
than the United States. Ask and report their answers to questions such as when do they
start school, how many years are required, what is covered in the curriculum, what are the
methods of instruction, do boys and girls go to school together, at the university level
how does one get admitted, how is it paid for, do males and females have equal
opportunity, what are the instruction methods, etc.

b) Graduate Study Advice: Interview one or more advanced students in OU Advanced
Programs and ask them what they think are valuable tips to be successful in the program.
c) What is an Educated Person?: Interview 5 people and ask them what they think would
characterize an educated person. Summarize the results, add your own ideas and report to
the class.
d) Learning Styles Pro and Con: Some people think there are very different learning styles
that people use as they acquire knowledge. Others think scientific validation of this idea
is lacking. Using the OU library databases and an Internet search, prepare a talk on this
topic. If you need help accessing the databases, contact the professor or the library help
staff. Hint: To get started, go to www.OU.edu, click on the libraries link and select
LORA, put Psycinfo in the search box.
e) The Best Teacher I Ever Had: Give a talk on the best teacher you ever had at any level
and discuss the characteristics that made that person an outstanding teacher. How did that
person influence your life?
f) Study Methods: There are a number of methods that have been proposed to enhance
learning. Using the OU library databases and an Internet search (see #4 above), prepare a
talk on effective study methods. What works best for you?
g) History of university education in the United States. What were the earliest universities in
the United States and how did the system evolve to its present status?
h) The ideal professor. There is a considerable literature on what students consider to be
ideal in a professor. Go to the library web site and search LORA (see #4 above) for some
articles on this topic. Give a summary of the research in the area.
i) Current trends in enrollment in American universities. There have been important
changes in American universities in terms of the proportion of high school graduates who
go on to university, the ratio of males to females enrolled, most popular majors, etc. You
may give a presentation on these and any other trends that interest you.
j) Education of women. In times past (even today in many countries), educational
opportunities for women were much more limited than for men. You may present
historical data on this or compare data on the current situation in the United States as
opposed to other countries.
k) Are average SAT and ACT scores increasing or decreasing in the United States? What
does this suggest about our students and our educational system? What are some of the
reasons the scores might be changing?
l) Standardized tests. What are the strengths and weaknesses of using standardized tests to
assess student achievement? Are the tests reliable and valid?

NOTE: If you need assistance locating suitable sources for preparing your presentation
on any of the topics above, contact the professor for assistance.

3. There are eight class sessions (2 evening sessions, 2 morning sessions and 4 afternoon sessions.
You will receive 100 points for perfect attendance. Unapproved absences will reduce your credit
for attendance by 10 points. If you miss class for an approved reason (illness, serious family
crisis, unavoidable military duty, observance of a religious holiday), you may earn the class
attendance points by completing a makeup assignment.

4. You may earn 100 points for an acceptable book review (see outline below) on one of the
following books. You must select a book that you have not previously read. Most are in print
and readily available from bookstores. Others are out of print but may be obtained from libraries
or used bookstores—try www.Bookfinder.com or the used book section of www.Amazon.com.
If you encounter problems obtaining the books listed, contact the professor for directions on how
to obtain a book by immediate download from the Internet.
  ▪ A non-technical discussion of errors in thinking that make it difficult for us to understand important philosophical issues having to do with human existence.

  ▪ Allitt, a professor of American history at Emory University who was born and educated in Britain, discusses his thoughts about relating to students in American universities. Humorous and insightful.

  ▪ Excellent non-technical summary of major philosophical approaches to ethics, morality and happiness. Thought provoking and richly rewarding.

  ▪ Useful tips for successful adjustment to and success in graduate school.

  ▪ Bok, former president of Harvard University, analyzes areas in which American universities are failing and suggests ways to improve.

  ▪ Pulitzer Prize-winning, author Robert Coles explains moral leadership--what it is, and how it is achieved--through stories of people who have inspired him: Robert Kennedy, Dorothy Day, Dietrich Bonhoeffer, Erik Erikson, a Boston bus driver, teachers in college, medical school, and elementary school, among others.

  ▪ Discusses his extensive research on experiences of total absorption in an activity that lead to exhilaration and genuine happiness.

  ▪ Classic discussion of logical errors often made and how to avoid them.

  ▪ Discussion of the concept that there are several different types of intelligence along with the implications of this for personal development and academic success.

  ▪ Native American students, all graduates of Dartmouth University, describe their experiences in college.

  ▪ Young Americans of Chinese, Japanese, Korean, Vietnamese, Burmese, and South Asian descent describe their experiences in college.

  ▪ Young men and women of Mexican, Puerto Rican, Cuban, Dominican, Central American, and South American descent describe their experiences in college.

  ▪ Discussion of the concept that certain personality characteristics may be more important to success in life than the traditional IQ score.

  ▪ Professor of anthropology disguises herself as an undergraduate student to observe and describe the culture of a university through the eyes of a student. Very interesting and insightful.
  ▪ Discusses strategies for successfully changing behavior. Not the typical simplistic self-help book. Based on extensive research having to do with stages of change and decision making.

  i. Based on extensive research in positive psychology. Seligman explains how to identify and develop personal strengths that will lead to a more gratifying and happy life.

5. Book Review Outline: Write a 3-5 page review following the outline below (use each of the five points as a subheading in your review):

  • Complete information on the book: Title, Author, Publisher, Date, Number of pages, Cost, etc.
  • Background and qualifications of the author.
  • Author’s purpose in writing the book.
  • Brief summary of contents.
  • Your critique and personal reaction to the contents of the book.

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

A = 360-400 points
B = 320-359 points
C = 280-319 points
D = 240-279 points
F = 178 or fewer points

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tr>
<td>Lead Class Discussion</td>
<td>When called upon</td>
<td>100</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>As scheduled in class</td>
<td>100</td>
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<tr>
<td>Class Attendance</td>
<td>All class sessions</td>
<td>100</td>
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<tr>
<td>Book Review</td>
<td>End of course</td>
<td>100</td>
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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.

Statement on Respect: During all class discussions we will respect one another. One does not have to agree with everything a fellow student says to show respect for their right to have their own ideas or opinions. Lively discussion and interaction are encouraged, but disrespectful dialogue such as personal attacks, insults, harassment and so forth will not be permitted.
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. 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” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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.

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

C. Eugene Walker, Ph.D.

Education

- 1960 B.S. Psychology (summa cum laude with special honors in psychology), Geneva College.
- 1963 M.S. (Major) Clinical Psychology (Minors) Experimental Psychology & Sociology, Purdue University.
- 1965 Ph.D. (Major) Clinical Psychology (Minors) Experimental Psychology & Sociology, Purdue University.

Current Positions

- President - Psychological Consultants, Inc.
- Professor Emeritus - University of Oklahoma Medical School

Frequently Taught Advanced Programs Courses

- 1964-1968 Assistant Professor of Psychology and Chairman of the Division of Psychology, Education, and Athletics - Westmont College, Santa Barbara, California
- 1968-1974 Associate Professor of Psychology - Baylor University, Waco, Texas
- 1974-1995 Professor and Director of Pediatric Psychology training and Co-Chief of Mental Health Services, University of Oklahoma Medical School – Children’s Hospital, Oklahoma City

Major Areas of Teaching and Research Interest

- American Psychological Association - (Elected Fellow, 1977)
- Southwestern Psychological Association - (President, 1977)
- Oklahoma Psychological Association - (President, 1983)
- American Association for the Advancement of Science (Life Member)
- Licensed Psychologist, State of California (inactive), State of Texas (inactive), and State of Oklahoma (inactive)

Representative Publications and Presentations


Representative Honors and Awards Received

- University of Oklahoma College of Liberal Studies Kenneth E. Cook Faculty achievement Award, 2006.
- Oklahoma Psychological Association Distinguished Psychologist Citation, presented at the Oklahoma Psychological Association Fall Convention, Oklahoma City, OK - October 25, 1996.
- Society of Pediatric Psychology Distinguished Service Award, presented at the American Psychological Association Convention, August, 1996.
- Award of Appreciation from Psychology Interns, University of Oklahoma Health Sciences Center, 1995-96.
• Award for Excellence in Sustained Leadership, 1991-92, Psychology Intern Class, University of Oklahoma Health Sciences Center.
• President, Society of Pediatric Psychology (national association of pediatric psychologists), 1986.
• Gordon H. Deckert Award for Sustained Excellence in Departmental Educational Endeavors, Department of Psychiatry and Behavioral Sciences, University of Oklahoma Health Sciences Center, 1988.
• Excellence in Classroom Teaching. Award presented by the Biological Psychology Students, Department of Psychiatry and Behavioral Sciences, University of Oklahoma Health Sciences Center, 1984.
• President of Section for Continuing Professional Development, Division of Clinical Psychology of American Psychological Association, 1974.
• President, Central Texas Psychological Association, 1973

Major Professional Affiliations

• American Psychological Association - (Elected Fellow, 1977)
• Southwestern Psychological Association - (President, 1977)
• Oklahoma Psychological Association - (President, 1983)
• American Association for the Advancement of Science (Life Member)
• Licensed Psychologist, State of California (inactive), State of Texas (inactive), and State of Oklahoma (inactive)