Course Title:  
Introduction to Graduate Studies in Human Relations

Course Number:  
HR 5093-228

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: October 9-14, 2012  
Location: Rota, Spain. See Site Director for classroom location.  
Hours: Tue-Fri 6:00-9:30 p.m.; Sat-Sun 8:30 a.m.-4:30 p.m.  
Last day to enroll or drop without penalty: September 10, 2012

Site Director:  
Trevor Sloan. Phone: 34-956822799; Fax: 34-956822994; E-mail: aprota@ou.edu

Professor Contact Information:  
Course Professor: Irene Karpiak, Ph.D.  
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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.oklahomauinion.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 oklahomauinion@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.).


3. 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:**

- 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:**

1. 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.

2. 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 Chapters, 1, 2, 3, 4, 5, 8, 9, 10, 11, and 12 (ten chapters).

3. **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 grade (10% of final grade).

4. **Pre-Course Assignment: An analysis of theories and concepts related to human relations.** Class members will submit a 4-6 page (1000-1500 words, typed, stapled, with title page and no extra folders/covers) paper following the guidelines detailed below. Bring 2 copies of the paper to class (one to hand in, and one for your own reference. Selected parts of the paper may be referenced when the relevant topic is discussed (20% of the final grade; due the first day of class)

   **Option A. 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.)

Option B. Analysis of an instance of personal change. In Chapter 12 of the DeCenzo and Silhanek text the authors describe two processes of change through the respective metaphors of calm waters and whitewater rapids. You have the opportunity to revisit an event of personal change and to explore its nature, as well as the factors of its resolution, using the concepts in the text as well as other materials that are relevant. Grading will be based on the following: a) an overview of the concept(s) in the text, b) a description of the situation(s) being considered, c) an analysis that examines how the concept(s) fit (or not) with your personal experience of change. In other words, how does the assignment advance your understanding of change? Be sure to outline the concepts from the text that you are using; in other words, do not assume that the reader has read the text.

5. 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 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). 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, as well as the relevant readings on D2L; (10 % for each paper, total 30% of Grade for the written portion. One hard copy of each paper is due on the first day of class. .

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. Change and Transition
g. Career Development
h. Stress
i. Power
j. Ethics
k. Leadership

6. Group Project. In his memoir, Man’s Search for Meaning, Viktor E. Frankl, Psychiatrist, describes his life in Nazi death camps and the lessons gained for spiritual survival. Based on his own experience and the experiences of those he treated in his practice, Frankl argues that we cannot avoid suffering but we can choose how to cope with it, find meaning in it, and move forward with renewed purpose. Frankl's theory—known as logotherapy, from the Greek word logos ("meaning")—holds that our primary drive in life is not pleasure, as Freud maintained, but the discovery and pursuit of what we personally find meaningful.

Read Man’s Search for Meaning and consider the possible implications of its concepts for your workplace. As a Group project, you are asked to: a) Identify a particular workplace setting and consider issues in that workplace that present personal challenges to well-being; b) define
concepts in the book that may be relevant to the issue; c) consider how you might apply these concepts to promote recovery and well-being; d) imagine the areas of improvements (outcomes) that might follow; e) present your project to the class, according to the class schedule; 20% of the final grade. Each of these points (a-d) must be covered in your presentation.

7. **Term Paper (20% of Grade).** 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.

   **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 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.
Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Pre-Course Analysis Paper</td>
<td>First day of class</td>
<td>20%</td>
</tr>
<tr>
<td>Three Topics papers</td>
<td>First day of class</td>
<td>30%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>Within 2 weeks after last class</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance, Participation, Presentation</td>
<td>In all class sessions</td>
<td>10%</td>
</tr>
<tr>
<td>Group Project</td>
<td>According to class schedule</td>
<td>20%</td>
</tr>
</tbody>
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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.

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:

- **C**larity 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);
- **L**ogic in defining the problem to be addressed and the presentation of arguments, positions, treatment of issues, and conclusions;
- **O**rganization that builds a coherent paragraph and overall structure (work from an outline!)
- **E**vidence 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. 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
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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