



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5093-104: Introduction to Graduate Studies in Human Relations

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.

Class Dates:

Dates: September 17 – 23, 2018

Location: Nellis AFB, Las Vegas, Nevada. See Site Director for classroom location.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: August 19, 2018

Site Director:

Email: apnellis@ou.edu. Phone: 702-643-5354.

Professor Contact Information:

Course Professor: Dr. Marilyn Y. Byrd

Mailing Address: 601 Elm, Physical Science Bldg, Room 704
Norman, OK 73071

Telephone Number: (405) 325-6405

E-mail Address: Marilyn.Byrd-1@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 <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 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.

1. Henderson, G., & Long, W. (2016) *Introduction to human relations studies: Academic foundations and selected social justice issues*. Springfield: Charles C. Thomas Publisher, Limited ISBN: 9780398091217

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:

- Understand major approaches to human relations
- Define human relations as a philosophical orientation and a multidisciplinary field
- Identify issues that impede or facilitate positive human relations
- Describe historical foundations of human relations
- Explain diversity as a foundation of social justice
- Define the concept of a service orientation to the human relations profession
- Apply ethical and theoretical frameworks to the study of human relations

Instructional Strategies

Lecture, small group discussions, presentations, and case studies.

Course Outline

Note: All assigned readings must be completed prior to the class meeting. Class discussion will be based on the readings, and informed participation in discussion is expected. Additional reading material may be handed out and read in class.

Monday, Sept. 17, 2018

- Introductions; review syllabus; clarify assignments and other course logistics
- Assigned readings: Chapters 1-4 (selected pages, TBA prior to 1st class); class discussion;
- Special topic: Ethical frameworks

Tuesday, Sept. 18, 2018

- Assigned readings: Chapters 5-8 (selected pages, TBA prior to 1st class); class discussion; exercises; small group activities
- Groups assigned for case study presentations

Wednesday, Sept. 19, 2018

- Assigned readings: Chapters 9, 10, 11 (selected pages, TBA prior to 1st class); class discussion;
- Video: Tentative: Social movements in America
- Meet in assigned groups for case study presentation prep work

Thursday, Sept. 20, 2018

- Assigned readings: Chapters 12, 13, 14 (selected pages, TBA prior to 1st class); class discussion;
- Special Topic: Scholarly writing in graduate studies; conducting database searches; APA 6th edition formatting and helpful resources
- Meet in assigned groups for case study presentation prep work

Friday, Sept. 21, 2018

- Assigned readings: Chapters 15 & 16 (selected pages, TBA prior to 1st class):
- Meet in assigned groups for case study presentation prep work

Saturday, Sept. 22, 2018

- Individual presentations and Group Case Studies presentations
- Special Topic: The American Creed
- Review for final exam

Sunday, Sept. 23, 2018

- Course wrap up
- Final exam

Assignments, Grading and Due Dates

Group Case Study.

You will work in teams of 2 or 3 (based on the final count for the class) to present a human relations related case study discussion. The case study will be assigned by the Professor. Grading rubric and specific instructions will be posted to Canvas. Use visuals as needed. No written submission required. 150 pts

Individual Presentation. Human Relations Themes.

There are several fundamental themes that resonate within the study of human relations. You will be assigned one of these themes to lead the class in an interactive discussion. Specific criteria for the discussion along with a grading rubric will be posted to Canvas. No written submission required. 125 pts.

Final Exam.

Will consist of 50 objective type questions. Covers readings and lectures. 150 pts.

Essay. Defining Human Relations.

As Human Relations degree seekers, you are expected to have an informed perspective of human relations. Furthermore, your degree emphasis will distinguish you as a human relations professional. For this assignment, you are to search the literature for a scholarly definition of human relations. This means you will be looking for a definition from a peer reviewed journal article or a textbook. Critique this definition in terms of how well (or not) the chosen definition emphasizes the role of human relations in reducing inter-group conflicts and tensions in the workplace.

Discuss the significance for human relations to be recognized as a professional field. Critique the definition you chose for promoting improved social relations across lines of differences in the workplace. How would you re-define this definition so that it incorporates a social justice perspective. Explain how this re-defined concept of human relations could guide your future work as a human relations professional. Cite at least (3) different scholarly sources to supplement this essay. 125 pts.

Deliverable:

Minimum 3 full pages, double spaced, Times New Roman, 12 pt. font, APA 6th edition formatting. Grading rubric will be posted to Canvas. Due Sunday, 9/23/18, 11:59 pm.

Post Seminar Position Paper.

Interpretation and Analysis of the American Creed: Compliance or Contradiction. Some social scientists have pointed to the contradictions between American ideals and social practices. For example, Gunnar Myrdal argues that a major ethical inconsistency exists in U.S. society, one he refers to as the “American Dilemma.” Myrdal’s argument is as follows: The American Creed, an ideology that most Americans live by, honors such values as liberty, equality and human dignity. However, a serious contradiction lies in the fact that in America these ideals coexist in a society that not only tolerates but also perpetuates personal and institutional discrimination. In this assignment you will address the question, do most Americans experience the phenomenon Myrdal refers to as the “American dilemma” or do they seem collectively indifferent to social and institutional prejudice; in other words, does the existence of racism, sexism, classism and other types of discrimination in our society motivate us, as a society and individuals, to take both reactive and proactive steps in an effort to enact meaningful change?

You will articulate your response to this question in a 6-page (minimum) position paper (not including title and reference pages). Begin your paper by clearly stating your position and providing reasons for your position. Your position should be grounded in evidence. Then further develop those reasons through the use of examples, illustrations, descriptions, definitions, comparison, contrast etc., supported by

scholarly, peer-reviewed journal articles. At least 8 different peer-reviewed references should be used throughout the paper. Your textbook may count as one of these. Grading rubric and formatting instructions will be posted to Canvas. 250 pts.

Deliverable:

This is a post-seminar assignment; minimum 6 full pages (not including title page and reference page), double spaced, Times New Roman, 12 pt font, APA 6th edition formatting. Due Sunday, 9/30/18, 11:59 pm.

Participation and attendance.

Active participation includes relevant in-class discussion, small group activities and respectful relations among your colleagues; attendance is required to earn participation points. 125 pts

Assignment	Due Date	Points
Group Case Study	In class 9/22/18	150
Individual Presentations	In class 9/22/18	125
Final Exam	In class 9/23/18	150
Essay: Defining Human Relations	Canvas: 9/23/18;11:59 pm	125
Post Seminar Position Paper: the American Creed	Canvas: 9/30/18:11:59 pm	250
Participation/Attendance	On-going	125
Total Points	NA	925 points

Grading:

This is a letter-graded course: A, B, C, D, or F. Total points available are 925. Grades will be determined as follows: A = 831-925 pts; B = 740-830 pts; C =647- 739 pts; D = 555-646 pts; less than 555 pts =F.

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 making 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

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/>

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.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

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/>

INSTRUCTOR VITA

Marilyn Y. Byrd, Ph.D.

Education

Ph.D., Texas A & M University, College Station. TX.
MBA, Sam Houston State University, Huntsville, TX.

Current Positions

Associate Professor, University of Oklahoma, Human Relations

Major Areas of Teaching

- Human Resources for the Human Relations Professional
- Organizational Behavior
- Leadership in Organizations
- Diversity and Justice in Organizations

Research Interests

- Organizational social justice and social change
- Spirituality as a response to social oppression
- Organizational social justice ethics (emerging research)
- Experiences of intersectionality in leadership
- Issues emerging from workforce diversity

Representative Publications and Presentations

Books

- Byrd, M., & Scott, C. (Editors /Authors). (2018). *Diversity in the workforce: Current issues and emerging trends*, 2nd ed. New York: Routledge.
- Hughes, C., & Byrd, M. (2015). *Managing human resource development programs*. Palgrave MacMillan
- Scott, C., & Byrd, M. (Editors/Authors). (2012). *Handbook of research on workforce diversity in a global society: Technologies and concepts*. Hershey, PA: IGI

Journal Special Issue (Editor)

Byrd, M. (Ed). (Winter, 2016). *Spirituality in the workforce: Philosophical and social justice perspectives*. *New Directions in Adult & Continuing Education*. San Francisco: Wiley Publishing. ISBN: 9781119356349

Peer Reviewed Journal Articles

- Byrd, M. Y. (2017). Does HRD have a moral duty to respond to matters of social injustice? *Human Resource Development International*, 1-9. <http://dx.doi.org/10.1080/13678868.2017.1344419>
- Byrd, M. Y. (2016). The enlightened revelation: Toward a spirit-centered, socially just workplace. In M. Byrd (Ed.). *Spirituality in the workforce: Philosophical and social justice perspectives* (pp. 85-94), *New Directions in Adult & Continuing Education*. San Francisco: Wiley Publishing.
- Byrd, M. Y. (2014). Diversity issues: Exploring “critical” through multiple lenses. In J. Gedro, J. Collins, & T. S. Rocco (Eds.), *Critical Perspectives and the Advancement of HRD, Advances in Developing Human Resources*, 16(4), 281-298.
- Byrd, M. (2009). Telling our stories: If we don’t tell them they won’t be told. In Byrd, M., & Stanley, C. A. (Eds.), *Giving Voice: The Socio-cultural Realities of African American women’s leadership experiences, Advances in Developing Human Resources*, 11(5), 582-605.

- Byrd, M., & Stanley, C., A. (2009). Bringing the voices together. In Byrd, M., & Stanley, C. A. (Eds.), *Giving Voice: the Socio-cultural Realities of African American women's leadership experiences*. *Advances in Developing Human Resources*, 11(5), 657-666.
- Byrd, M. (2009). Theorizing African American Women's leadership experiences: Socio-Cultural theoretical alternatives. *Advancing Women in Leadership Journal*, 27(2).
- Byrd, M. (2008). Negotiating new meanings of "leader" and envisioning culturally informed theories for developing African American women in leadership roles: An interview with Patricia Parker. *Human Resource Development International*, 11(1), 101-107.
- Byrd, M. (2007). The effects of racial conflict on organizational performance. *New Horizons in Adult Education and Human Resource Development*, 21(1/2), 13-28. Miami: Florida International University.
- Byrd, M. (2007). Educating and developing leaders of racially diverse organizations. *Human Resource Development Quarterly*, 18(2), 275-279.

Book Chapters

- Lloyd-Jones, B., & Byrd, M. Y. (2018). Developing culturally responsive mentoring in the professoriate: A theoretical model. In H. Mackey & E. Murakami, *Beyond Marginality: Understanding the Value of the Intersection of Race, Gender, and Ethnicity in Studying Educational Leadership*. Information Age Publishing Inc
- Byrd, M. Y., & Lloyd-Jones, B. (2016). Developing a social justice-oriented workforce diversity concentration in human relations academic programs. In C. L. Scott & J. D. Sims (Eds.) *Developing workforce diversity programs, curriculum, and degrees* (pp. 179-196). Hershey, PA: IGI.
- Byrd, M. Y. (2016). Selective Incivility: A micro aggression targeting racial and ethnic groups in the workplace (pp.123-149). In M. F. Karsten (Ed). *Gender, race, and ethnicity in the workplace: Emerging issues and enduring challenges* (pp. 123-149). Santa Barbara, CA: Praeger.
- Byrd, M. (2016). Women of Color in leadership. Rendering the invisible visible. In R. Alavi (Ed.) *Ethics and leadership*. Dubuque, IA: Kendall Hunt.
- Byrd, M. (2014). A social justice paradigm for human resource development: Philosophical and theoretical foundations. In N. Chalofsky, T. Rocco, & M. L. Morris, *Handbook of Human Resource Development: The Discipline and the Profession* (pp. 281-298). Hoboken, NJ: Wiley.
- Byrd, M., & Hughes, C. (2014). A paradigm shift for diversity management: From promoting business opportunity to optimizing lived career work experiences. In Hughes, C. (Ed.), *Impact of Diversity on Organization and Career Development*. Hershey, PA: IGI Global.
- Byrd, M. (2012). Critical race theory: A framework for examining social identity diversity of Black women in positions of leadership. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts*. (pp. 426-439), Hershey, PA: IGI
- Byrd, M., & Chlup, D. (2012). Theorizing African American women's learning and development in predominantly white organizations: Expanding the conversation on adult learning theories. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts*. (pp 38-55), Hershey, PA: IGI

Book Chapter, Invited

Byrd, M. (2012). Theorizing leadership of demographically diverse leaders. In M. Paludi (ed.), *Managing Diversity in Today's Workplace: Strategies for Employees and Employers (Women and Careers in Management)*. Santa Barbara, CA.: Praeger (ABC-CLIO).

Media Review, Invited

- Byrd, M. (2017). The History of Human Resource Development by Gosney & Hughes, *New Horizons in Adult Education and Human Resource Development*
- Byrd, M. (2013). The end of diversity as we know it by Martin Davidson. *Human Resource Development Quarterly*, 24(2), 269-275.

Representative Honors and Awards Received

- Recognized for Leadership, Academy of Human Resource Development
- Member Spotlight, May, 2012, Academy of Human Resource Development

Major Professional Affiliations

- Academy of Human Resource Development (AHRD), Board of Directors (appointment 2017-2020)
- Society of Human Resource Management (SHRM)

Editorial

- Editor in Chief, *Advances in Developing Human Resources* journal (2018-2021)
 - Associate Editor, *Advances in Developing Human Resources* journal (2012-2018)
- Editorial Board, *Human Resource Development Quarterly*
- Editorial Board, *Human Resource Development Review*