



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5093-110: 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. 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: January 29 – February 4, 2018

Location: Hurlburt Field, Florida. Class will be held in Bldg. 90220, 221 Lukasik Ave.

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: December 31, 2017

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.

Site Director:

Email: aphurlburt@ou.edu. Phone: 850-581-3000.

Professor Contact Information:

Course Professor: Susan Smith Nash, Ph.D.

Mailing Address: 1108 Westbrooke Terrace
Norman, OK 73072

E-mail Address: smithnash@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@fhg.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. Reece, B.L. (2016). *Effective human relations; Interpersonal and organizational applications* (13th ed.). Manson, OH: Cengage South-Western. ISBN 9781305576162. (the 12th edition is fine)
2. American Psychological Association (2006). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN 9781433805615.
3. Nash, S. S. (2016) *Quick-start writing guide for graduate research and writing*. Texture Press. ISBN 9781945784033. Note: this text will be made available for free in digital format within the course.
4. Handouts provided by professor. These will be available in digital form posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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.

Course Objectives:

The student will:

- become familiar with the historical foundations of the study of human relations;
- define human relations as a multidisciplinary field;
- develop communication competence;
- understand the appropriate use of communication in workplace and personal settings;
- become familiar with the APA writing format;
- develop strategies for communicating at the interpersonal, intrapersonal, organizational and group levels; and
- explore how human relations skills can be used to address diversity, social problems, employment and personal issues.

Course Outline:

- Introduction
- Review APA Writing Format
- Chapter Discussion (Textbook)
- Film Presentations
- Small Group Assignment and Presentations
- Current Issues
- Course Review
- Final Exam
- Annotated Bibliography

Assignments, Grading and Due Dates:

Students are expected to read the **entire** required text prior to the first class session. All assignments will be discussed during the first class session.

Article Reviews:

Students will submit article reviews from a refereed/peer reviewed journal or journals on **two** of the following topics below. Refereed/peer reviewed journals contain articles written by experts and also

critically reviewed by several other experts in the field prior to being published in the journals. This process is intended to insure the quality of such articles. The students' reviews of their selected articles should be 4 pages in length, double spaced and use Times Roman 12 font. Each review should include an introduction, summary/discussion, conclusion and a personal critique of the topic and reference(s) in APA format. The critique should be written in 3rd person, void personal examples. This assignment (the two reviews) is due at the first class session and constitutes 30% of final grade. Again, the selected articles should address two of the following topics:

- Abraham Maslow's Theory
- The Hawthorne Studies
- McGregor's Theory X/Theory Y
- Carl Rodgers Theory Humanistic Theory
- Motivation
- Self-Efficacy
- Ethical Integrity in the Workplace
- Emotional Intelligence
- Conflict Resolution
- Eustress versus Stress
- Leadership Styles
- Work Force Diversity (select)
 - Women in the workplace
 - Aging workers
 - Racial issues associated with promotions
 - Sexual orientation

Please email me if you have questions.

Class Attendance and Participation:

Students are expected to attend all class sessions and participate in class discussions and group activities. This will constitute 20% of final grade.

Group Presentations:

Group presentations will be discussed on the first day of class. All members of a given group will receive the same grade. An outline is to be provided to the professor on the materials you present. Incorporate a situation in your presentation that includes interactive class participation. Groups will have time to meet during class for presentation preparation. The presentations should be a minimum of 30 minutes in length and will constitute 25% of the final grade.

Final In-Class Writing:

A final in-class writing that covers the topics and concepts addressed in the course will be given on the last day of class. It will represent 15% of the final grade. It will be in the form of a guided free-write that gives the student a chance to make connections and to think about the concepts in order to apply them to real-life or hypothetical situations. The goal is self-discovery and analysis.

Annotated Bibliography:

An annotated bibliography on a current issue associated with human relations. The bibliography should include 5 references. The assignment is due on or before, **February 15, 2018**. Selected articles should be written after 2010 from peer reviewed journals. References should be typed in APA format. The assignment will constitute 10% of the final grade.

Grading:

This is a letter-graded course: A, B, C, D, or F. A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Late assignments will be accepted with a loss of 5% each day beyond the due date.

Assignment	Due Date	Percent of Grade
Article Review	First night of class	30%
Attendance	All class sessions	20%
Group Presentations	Assigned Class Date	25%
Final In-Class Writing	Last class session	15%
Annotated Bibliography	February 15, 2018	10%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended 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

Susan Smith Nash, Ph.D.

Education

- 1996 Ph.D. in English, University of Oklahoma
- 1989 M.A. in English, University of Oklahoma
- 1981 B.S. in Geology, University of Oklahoma

Current Positions

- Advanced Programs Professor since 1998
- Adjunct Professor, Human Relations, University of Oklahoma
- Director of Education and Professional Development, American Association of Petroleum Geologists

Frequently Taught Advanced Programs Courses

- HR 5013 Current Problems in Human Relations
- HR 5113 Graduate Research and Writing
- HR 5033 Leadership in Organization
- HR 5133 Change, Challenge, and Creativity in Organizations

Major Areas of Teaching and Research Interest

- Leadership, Strategic Decision-Making, Risk in Energy and Natural Resources
- Leadership in Difficult Times and the Apocalyptic Narrative
- Persuasive and Technical Writing
- E-Learning, Instructional Design, and Effective Knowledge Transfer
- Shale Plays / Unconventional Resource Plays (emphasis on North America)
- Drones / UAS systems and applications, with emphasis on sensors / missions
- Big Data / Deep Learning applied to problem-solving / pattern recognition

Representative Publications and Presentations (Partial)

- Fracking Novels: Scrabble, Zombies, and the Problematized Real (Mar 2017) *World Literature Today*. <https://www.worldliteraturetoday.org/2017/march/fracking-novels-scrabble-zombies-and-problematized-real-susan-smith-nash>
- Drones and UAVs for Methane Emissions Detection, Monitoring, and Regulatory Compliance (Jan 2, 2017) *IJR-D-Journal of Biological Science*
- Moodle 3.0 Teaching Techniques. (2016) Packt Publications. Birmingham, England.
- Quick-Start Writing Guide for Graduate Research and Writing. (2016) Texture Press, 2016. Recipient of University of Oklahoma Libraries Summer Fellowship Grant, summer 2016.
- Sesiones Plenarias NOC e IOC: El “Escalofrío” del ICE. *Petroleum Revista* (Caracas, VE), Octubre 2016, pp. 23-24.
- Blood-Soaked Feathers: Urban Farming Meets Urban Flood Control-Created Habitats. *IJRDO: Journal Agricultural Research*. Volume 2, Issue 8, August 2016.
- The “Honor Killing” of Social media Star Qandeel Baloch: Technological Change, the Changing Roles of Women, and Grassroots Backlash. *IFRDO: Journal of Social Science and Humanities Research*. Volume 2, Issue 7, July 2016.
- An Apocalyptic yet Abject “Jubilee” Narrative in George Robert Gissing’s *In the Year of Jubilee*: Mobility, Restoration, and Materiality, *Journal of English Language and Literature*, Vol 4, No. 2 (2015) <http://www.hrpub.org/download/20160130/UJES3-14605339.pdf>
- Effective Technology Strategy for Shale Plays, *Universal Journal of Engineering Science* Vol. 3(4), pp. 79 - 87 /Horizon Research December 2015
- "La educación y la innovación transformadora en condiciones turbulentas" *Petroleum* April 2015. <http://www.petroleum.com.ve/>

- "Geologists as Successful Entrepreneurs in Times of Low Oil Prices: The Importance of Innovation and Education" WTGS Bulletin. Vol 54, No. 4 (March/April 2015), pp 8-14.
- "Trije eseji: Postpostmoderniaem: Tehnokratske kulture?" (Three essays: Postpostmodernism: Technocratic Culture?" and "Nepreputnost tu ni dovoljena" (Impermeability Not Allowed Here) and "Pasolini, Boccaccio in Dekameron: Podlage za razumevenje sodobne kozmologije in iskanje odgovorov na tehnologo" in Sodobnost 2014 (Ljubljana, Slovenia): p 1-10.
- "Museum Education in Transition: What Are the Essential Elements? Responses to Interview Questions" (co-authored with Elaine Bontempi) Education Research Journal, Summer 2012
- "Assistive Technologies: Accessing Voice and Selfhood in an Age of Digital Technologies" Feminist Cyberspaces: Pedagogies in Transition. Ed. Sharon Collingwood, Alvina E. Quintana, and Caroline J. Smith. Cambridge, UK: Cambridge Scholars Publishing, 2012: pp. 202-229.
- Full list of publications available at: <http://www.beyondutopia.net/nashcv>