



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5093-223: 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, including writing standards and library research methods. Information and practice in basic human relations helping skills at the individual, family, small group, and social group levels will be provided. Additionally, the course includes history, theoretical basis, and career opportunities in human relations-oriented organizations

### Class Dates, Location and Hours:

Dates: March 17 – 22, 2020

Location: Rota, Spain. Please contact the Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: February 17, 2020

### Site Director:

Email: [aprota@ou.edu](mailto:aprota@ou.edu). Phone: 34-956822799.

### Professor Contact Information:

Course Professor: Susan Nash, Ph.D.

Telephone Number: 405 314-7730

Email Address: [smithnash@ou.edu](mailto:smithnash@ou.edu)

Professor availability: The professor will be available via email 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 Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online

1. Portolese-Dias, Laura. (2015) Human Relations. Saylor Foundation.  
<https://open.umn.edu/opentextbooks/textbooks/human-relations> (Creative Commons noncommercial-share)
2. Nash, S. S. (2016) Quick-start writing guide for graduate research and writing. Texture Press. ISBN 9781945784033. You may purchase it from Amazon.com Note: this text will be made available for free in digital format within the course.

3. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). New York: American Psychological Association. ISBN 9781433805615. (you may also use online resources available for free)
4. **Materials 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.

**Recommended Reference Text:**

American Psychological Association (2010). Publication manual of the APA (6<sup>th</sup> ed.). Washington, DC: Author. ISBN 9781433805615.

**Course Objectives:**

After completion of this course, students will be able to

1. describe major approaches to human relations
2. define human relations as a practice and a multidisciplinary field
3. identify issues that impede or facilitate positive human relations
4. describe historical foundations of human relations
5. explain diversity as a foundation of social justice
6. apply learned human relations skills to case studies
7. demonstrate learned human relations skills in simulated helping situations
8. apply the knowledge and skills gained in the program to possible careers in human relations

**Course Outline:**

<b>Date(s)</b>	<b>Unit</b>	<b>Topics or Activities</b>	<b>Learning Outcomes Addressed</b>	<b>Assignments, Exams, or Readings</b>
March 20	1.1	What Is Human Relations? Reviewing Issues	1, 2	Readings in Canvas, Work on Short Essay 1
March 20	1.2	Knowing Yourself and Others; Dealing with Stress	2, 7	Readings in Canvas,
March 20	2.1	Technology and Social Change	2, 4	Readings in Canvas, Work on Issues Discovery Worksheet 1
March 20	2.2	Effective Communication	7, 4,	Readings in Canvas,
March 20	3.1	Motivation	3, 5	Readings in Canvas,
March 20	3.2	Groups and Group Dynamics	1, 6	Readings in Canvas, Annotated Bibliography Worksheet
March 22	4.1	Current Issues and Conflicts	1, 8	Readings in Canvas,
March 22	4.2	Conflict Resolution	3, 3	Readings in Canvas, Issues Discovery Worksheet 2
March 22	5.1	Diversity, Institutions and Communities	2, 5,	Readings in Canvas, Issues Discovery Worksheet 3
March 22	5.2	Helping Organization	5, 6, 7	Readings in Canvas,
March 22	6.1	Leadership	1, 6, 7	Readings in Canvas,
March 22	6.2	Tackling a Social Issue and Creating an Implementable Plan	4, 6	Readings in Canvas, Short Essay 2

### **Assignments, Grading and Due Dates:**

**(please note that the dates reflect the day that you turn in your final version of the activity. We will work on drafts and revisions in class, and you will be required to bring drafts to class):**

### **Class Participation and Attendance:**

Active participation includes relevant in-class discussion and respectful relations among your colleagues.

### **Reading Assignments:**

All assigned readings must be completed prior to turning in your assignments for the corresponding unit.

### **Annotated Bibliography:**

You will select a topic and find 5 relevant articles by conducting a search of the OU Libraries online databases. For each article, you will write an annotation using APA style. We will use the worksheets found in Quick-Start Writing Guide.

### **Short Essays:**

There are two short (500-word) essay assignments. Instructions are found in Quick-Start Writing Guide. Bring drafts to class. The final versions of the essays will be submitted via the designated Canvas Dropboxes.

### **Human Relations Issues Discovery Worksheets:**

There are three individual Human Relations Issues Discovery assignments. The worksheets will be found in Quick Start guide, and in Canvas. Please complete the worksheets at home. We will discuss the assignments in class. Please bring drafts to class on the day we will discuss them in class. they will be submitted via the designated Canvas Dropboxes.

### **Grading:**

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

A = 90% -100 %           (900-1000 points)  
B = 80% - 89 %           (800-899 points)  
C = 70% - 79 %           (700-799 points)  
F = below 60%           (699 or fewer points)

<b>Item</b>	<b>Due Date</b>	<b>Points</b>
Short Essay 1	March 20	150
Short Essay 2	March 22	150
Issues Discovery Worksheet 1	March 20	150
Issues Discovery Worksheet 2	March 20	150
Issues Discovery Worksheet 3	March 22	150
Annotated Bibliography Worksheet	March 22	150
Class Participation	March 22	100
<b>Total points possible</b>	<b>NA</b>	<b>1000</b>

**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.

### Essay Rubric

<b>Focus</b>	<b>Expert</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
Spelling and grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.

<b>Focus</b>	<b>Expert</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>
Sources	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

## **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](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](mailto: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 5203 Graduate Research and Writing
- HR 5033 Leadership in Organizations
- HR 5093 Introduction to Human Relations
- 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)

- "Mary Elizabeth Braddon's *Thou Art the Man* (1894): Scoundrel Fathers, Fugue States, and the Problematized Real in Victorian Sensation Novels," *IJRDO Journal. Journal of Social Science and Humanities Research* (ISSN: 2456-2971) Vol 3, No. 6, pp 13-15.  
<https://ijrdo.org/index.php/sshr/article/view/2101/1851>
- The Victorians' Opioid Epidemic. *IJRDO Journal. Journal of Social Science and Humanities Research* (ISSN: 2456-2971) Vol 3, No. 6, pp 9-12.  
<https://ijrdo.org/index.php/sshr/article/view/2100/1850>
- New Technologies in the Development of Unconventional Resources in the U.S., Susan Nash, #70359 (2018). dapted from oral presentation given at AAPG Latin America & Caribbean Region, Optimizing Exploration and Development in Thrust Belts and Foreland Basins, Santa Cruz de la Sierra, Bolivia, June 6-8, 2018  
[http://www.searchanddiscovery.com/pdfz/documents/2018/70359nash/ndx\\_nash.pdf.html](http://www.searchanddiscovery.com/pdfz/documents/2018/70359nash/ndx_nash.pdf.html)
- Using Thermal/IR and Multispectral Sensors on Drones to Find the Origin of and Extent of Contamination from Saltwater Spills from Producing Wells, Susan Nash, #80650 (2018). Adapted from oral presentation given at 2018 AAPG Annual Convention and Exhibition, Salt Lake City, Utah, May 20-23, 2018  
[http://www.searchanddiscovery.com/pdfz/documents/2018/80650nash/ndx\\_nash.pdf.html](http://www.searchanddiscovery.com/pdfz/documents/2018/80650nash/ndx_nash.pdf.html) Basin Analysis: Overview and New Uses. *PetroPulse*. No. 5, July, 2017, p. 10-11.
- Basin Analysis: Overview and New Uses. *PetroPulse*. No. 5, July, 2017, p. 10-11.

- Fracking Novels: Scrabble, Zombies, and the Problematized Real. World Literature Today. March 2017. <https://www.worldliteraturetoday.org/2017/march/fracking-novels-scrabble-zombies-and-problematized-real-susan-smith-nash>
- Inhalaciones, o, la capacidad negativa. Periodico de Poesia. No. 96, Febrero 2017. Mexico City, Universidad Autonoma de Mexico. <http://www.periodicodepoesia.unam.mx/index.php/4496>
- Drones and UAVs for Methane Emissions Detection, Monitoring, and Regulatory Compliance Jan 2, 2017 IJRDO-Journal of Biological Science <http://www.ijrdo.org/International-Journal-of-Research-&-Development-Organisation-pdf/Biological%20Science/January-2017/Bio-2017-January-2.pdf>
- Sesiones Plenarias NOC e IOC: El “Escalofrio” del ICE. Petroleum Revista (Caracas, VE), Octubre 2016, pp. 23-24.
- Review. Absolute Solitude by Dulce María Loynaz. World Literature Today. November 2016. <http://www.worldliteraturetoday.org/2016/november/absolute-solitude-dulce-maria-loynaz>
- Sesiones Plenarias NOC e IOC: El “Escalofrio” 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. <http://www.ijrdo.org/International-Journal-of-Research-&-Development-Organisation-pdf/Agriculture%20and%20Research/August-2016/Agricultural%20Research-August-3.pdf>
- The “Honor Killing” of Social Media Star Qandeel Baloch: Technological Change, the Changing Roles of Women, and Grassroots Backlash. IJRDO: 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 education 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.

### Recent Books

- Moodle 3.0 Teaching Techniques, 4th edition. Packt Publications. Birmingham, England. 2018
- Moodle Course Development Best Practices, 2nd edition. Packt Publishing (Birmingham, England), 2018
- Quick-Start Guide for Graduate Research and Writing. Texture Press, 2017.
- Road Trip of the Mind / Random Thoughts. bilingual edition; translated by Maja Kraigher. Sodobnost: Ljubljana, Slovenia, 2015.

### Video Programs Hosted

- **LifeEdge** – 2014 – present (70 shows so far) – co-hosted with Rick Zanotti, RelateCasts. Interview program / format

Full list of publications available at: <http://www.beyondutopia.net/nashcv>