



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5003-228: Theoretical Foundations of Human Relations

Course Description:

Theory should inform practice. Whether managing work problems or engaging in psychotherapy, the theoretical foundations of the human relations professional provide a conceptual model for practical efforts to effect change or resolve conflicts. This course is designed to expose students to fundamental theories upon which practice in human relations is based, and to facilitate a greater understanding in how these theories can be applied by the human relations professional. The course draws from multiple disciplinary frameworks, including psychology and counseling theory, sociology, organizational theory, management, political science, and multiculturalism, and the content will apply to the broad breadth of human relations professional settings.

Class Dates, Location and Hours:

Dates: January 29 – February 3, 2019

Location: Spangdahlem AB, Germany. Students should check with 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: December 31, 2018

Site Director:

Email: apspangdahlem@ou.edu. Phone: DSN 452-7555, CIV 06565-61-7555.

Professor Contact Information:

Course Professor: T.H. Lee Williams, Ph.D.

Mailing Address: University of Oklahoma
Office of the Senior Vice President and Provost
Evans Hall, Suite 104
Norman, OK 73019

Telephone Number: (405) 325 - 3221

Email Address: lwilliams@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. Text prices are available online.

1. Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Florence, KY: Thomson Brooks/Cole. ISBN 9781305263727.

2. Morgan, G. (2006). *Images of organization*. Thousand Oaks, CA: Sage. ISBN 9781412939799.
3. 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.

Readings overview

Corey text: This is a good introductory survey of the various theoretical perspectives encountered as Human Relations training is applied to careers in counseling or other mental health applications. The principles it introduces are equally instructive and insightful for those students who are focused on management, industrial/organizational, and public relations applications. Indeed, the dynamics of human relations and interventions are similar across application areas.

Morgan text: provides an overview of common theories or models of organizations by presenting them as implicit images or metaphors. This unique exposition enables the reader to develop an appreciation of how changes occur in organizations. In addition, it provides practical steps leaders can use to apply concepts learned. The text provides a readable overview and important insights into organizational dynamics and basic principles of organizational behavior.

Selected Readings available through Canvas include extracts from:

Locke, D.C. and Bailey, D.E. (2014). *Increasing Multicultural Understanding (3rd ed.)*, Sage. ISBN 9781412936583.

Helgesen, S and Johnson, J. (2010). *The Female Vision: Women's Real Power at Work*, BK. ISBN 9781576753828

Kornblum, W., Seccombe, K.T. and Julian, J. (2017). *Social problems (15th ed.)*. Old Tappan, NJ: Pearson. ISBN 9780133974584

Lowndes, V.L., Marsh, D., and Stoker, G. (2018). *Theory and Methods in Political Science (4th ed.)*, Palgrave. ISBN 9781137603517

Course Objectives:

The objectives of this course are to:

- understand the principles of various theoretical orientations that form the foundation of human relations practice;
- learn specific practices and techniques associated with theoretical orientations, in order to enhance intervention strategies, whether in a counseling environment or other individual or group setting;
- increase understanding of how one's own theoretical orientation may affect behavior, perspectives, biases, and value systems when interacting with other people individually or in a group situation;
- develop further self-awareness about identity related to race, ethnicity, gender, and sexual orientation, and recognize their salience in human relations practice;
- develop an appreciation for theory in explicating complex human interactions in an organizational or work setting;
- develop critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in the practice of human relations.
- to develop a repertoire of theories to facilitate reaching solutions in human relations problems.

Course Outline:

A wide variety of instructional approaches and student participation will be employed throughout the course, to include readings, writing, lecture, film, web-based reviews, in-class exercises, small-group and large-group discussions, small-group projects and oral presentations.

Assignments, Grading and Due Dates:

Paper 1:

The first written assignment is a two-part paper on helping and psychological theory, due on the first day of class. Part One is a self-exploration of the helping process; Part Two is an application of an established counseling theory

Concerning **Part One:** Theories often emerge from an examination of fundamental questions like: “what is the essence of helping?”, “what do **I** actually **do** when I help someone?” or “what am I trying to accomplish as a helping professional in a human service?” Based on the reading for this course and your personal experience, write a three-page section describing and critiquing how you help other persons. Basically, Part One should be a statement of your own theoretical orientation to human relations and may be stated from the point of view of the counselor, manager, or other helping professional. In Part One, you should have 3 references other than your text books.

Concerning **Part Two:** Select a major theoretical orientation from Corey, *Theory and Practice of Counseling and Psychotherapy*. Then choose a real or imaginary situation to present as a written **case study** in which you are applying the theory you have chosen to that situation, (e.g., applying behavioral theory when counseling an adolescent, or existential theory in managing a work group, etc.). The situation may be in a clinical setting or a personal setting or in various professional settings (e.g., as a human resource manager, a civil rights advocate, an agency administrator, etc.). The study may be focused on an individual, family, group, or organization. The way in which you present your case study and theoretical application is up to you. One acceptable way is: a) to present a short vignette describing the situation; b) to write actual dialogue between the helper and helpee illustrating the theory being used; and c) to draw conclusions which highlight what theoretical premises and strategies were being applied, and why. Most of your emphasis should be placed on identifying key points of the theory under discussion and showing how you would apply these ideas in a practice setting. Part Two should be a minimum of five pages in length. In Part Two, you should have two other references, in addition to the Corey text, related to the particular theoretical orientation you are taking.

Your paper, consisting of the two parts, should not exceed ten pages. Follow APA style in citing references that you use. Submit the paper online through Canvas, **AND** bring a hard copy printout of the paper to the first class. The paper should be typed, double-spaced, with a cover sheet. Pay careful attention to writing style and carefully edit your papers. **[25 points] Due: the first day of class.**

Paper 2:

The second written assignment is a two-part paper on management theory and on organizational theory, due one week after the last class.

Concerning **Part One:** Based on your reading of Morgan, *Images of Organization* and two other references in management theory, write a three page paper in this section, detailing your theoretical approach to management. You should make **ten** major points in which you specify and prioritize your top principles in managing effectively and humanely. While the purpose is to elucidate your perspective, do not write the paper in the first person. Present your ideas using the third person (e.g. “Effective managers should keep in mind the following ten principles of leadership....”). However, avoid referring to yourself (e.g. “the author believes....”). Imagine you are writing a scholarly paper to a professional audience, presenting your ideas with scholarly support.

Concerning **Part Two:** Select one of the chapters in Morgan’s text (chapters 2-9) to study in more depth. After studying your selected chapter, apply the organizational theory represented in that chapter to a workplace or organization that you know about. Illustrate how the theory enhances understanding of that organization. Your analysis of the organization should be a minimum of three pages in length. Morgan’s text is the only reference you need for Part Two. Be sure to cite page numbers in the body of your paper when you reference Morgan’s ideas, and include a reference page for the text. **[25 points] Due: one week after the last day of class, submitted through Canvas.**

Team Projects:

Team projects will be assigned at the first class on issues relating to contemporary social issues and workplace concerns. The topics include:

- a. Racism in the twenty-first century
- b. Violence in society and in the workplace
- c. Religious extremism and intolerance
- d. Sexual orientation and identity as human rights concerns
- e. Poverty and social justice

Students will make group presentations, utilizing didactic and creative methods, while applying theory to more fully understand the topic assigned to their group. Research on these topics should be conducted from outside sources, other than the assigned texts for this course. One hour will be designated for the in-class group presentation. An outline of the group presentation should be presented to the professor, along with any handouts or other material distributed to the class. **[25 points] Due:** The team projects will be presented to the class during the latter part of the course.

Participation, “Think Tanks”:

The class is based upon an interactive learning model and requires active participation by students during discussion and critical thinking formats. Class discussions and group activities are used throughout the class to enhance working knowledge and the ability to apply selected theories studied in the reading and lecture series. Often, the class will be divided into small groups that will function as a “think tank” in solving an assigned human relations problem. Typically, the small groups will present their theoretical solutions to the rest of the class. **[25 points]**

Grading:

This is a letter-graded course: A (90-100 points), B (80-89 points), C (70-79 points), D (60-69 points) , or F (59 points or less).

Assignment	Due Date	Grade Points
Paper 1	First day of class	25
Team projects	During class sessions	25
Participation/Think Tanks	During class sessions	25
Paper 2	February 10, 2019	25

Grading will be based on the following definitions:

A = Student excels in completing the requirement – has gone substantially above and beyond the basic requirements to show an outstanding level of competence and effort.

B = Student demonstrates very good performance (i.e. satisfactory competence and effort at a graduate level)

C = Student performs just at or below the minimally acceptable level of required competence and effort (less than expected at a graduate level)

D/F = Student performs substantially below minimally acceptable standards of competence and effort, completes unacceptable work, or does not complete the assignment.

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

T. H. Lee Williams

Education

- B.Sc. (Honors), Mathematics and Physics, University of Bristol, 1972
- PhD, Geography, University of Bristol 1977

Current and Recent Positions

- Graduate Dean Emeritus, University of Oklahoma, 2016 –
- Regents Professor Emeritus, University of Oklahoma, 2018 -
- Graduate Dean, University of Oklahoma, 1999-2016
- Regents Professor, University of Oklahoma, 1999-2018
- Vice-President for Research, University of Oklahoma, 1999-2009
- Associate Professor and Professor of Geography, University of Oklahoma, 1986-2018
- Director of Science and Technology Research, Oklahoma State Regents for Higher Education, 1993-1999

OU Extended Campus Courses

- HR 5003 Theoretical Foundations of Human Relations
- HR 5013 Current Problems in Human Relations
- HR 5023 Research in Human Relations

Major Areas of Teaching and Research Interest

- Higher Education Administration
- The Diversity of the Graduate Experience
- Interdisciplinarity
- Internationalism in Higher Education

Representative Publications and Presentations

- “Graduate Education in the US – What, Why, When, Where and How”, 2016. Presentations given in 15 locations in Peru and Colombia in collaboration with Education USA (US Department of State) and local universities and English language centers.
- Rodgers, J.L., and Williams, T.H.L., “Delivering an Organizational Leadership PhD Program at a Distance: University of Oklahoma”. In J.P. Pappas and J. Jerman (eds.), *Meeting Adult Learner Needs Through the Nontraditional Doctoral Degree*. New Directions for Adult and Continuing Education, no. 129. San Francisco: Jossey-Bass, 2011.