

**HUMAN RELATIONS SYLLABUS, FALL 2002
COUNCIL BLUFFS, OMAHA, SIOUX CITY CENTER**

28 070 and 28 071

Human Relations: Awareness and Application
uni.edu/stdteach/centers/oma

Professor Information

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Theme for the Practitioner Preparation Conceptual Framework

The Educator as a Reflective, Responsible Decision Maker in a Global and Diverse Democratic Society

Mission Statement of OSFE, Department of Teaching, College of Education

The Office of Student Field Experiences offers field experiences to UNI's teacher education students in a variety of settings in which students will confront current issues challenging educators and in which students will have high quality, personalized supervision. (<http://www.uni.edu/stdteach/other/mission/html>)

University Catalog Course Description

Development of awareness of various subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for human diversity. Emphasis on self-awareness in human relations issues and how this awareness can be translated into positive relationships with others is stressed. Co-requisite: Student teaching. (Offered Fall, Spring, and Summer)
(<http://www.uni.edu/pubrel/catalog/280/html>)

Rationale/Purpose of the Course

Place in Program: The Human Relations course at UNI is intended for pre-service teacher education students to be taught in conjunction with the student teaching program.

(The only students who take this course before student teaching are student teachers selected for the Out of State and International Center Program, undergraduates in speech/language pathology, graduate students and teachers in the community who need Iowa certification for teaching in the elementary, secondary, or administrative levels.)

Meaning to the Student

As the co-requisite capstone course in the teacher education sequence, student teachers leave Human Relations with an understanding of bias, stereotyping, discrimination and oppression as it relates to the educational environment.

Through building a professional learning community students develop a greater appreciation for the learning needs of students from diverse backgrounds.

Bridging theory to practice they gain skills and strategies in multicultural education, which optimize the learning opportunities and achievement of all students.

Major Learning Outcomes/Objectives or Course Goals (RennIowa) (TWSC)*

- 1) Demonstrates self-awareness and the ability to reflect on human relations issues (8) (7)
- 2) Respects human dignity and the rights of the individual. (1-4) (6,3)
- 3) Relates effectively to individuals from various groups other than one's own. (6, 9)
- 4) Demonstrates awareness and understanding of values, lifestyles, perspectives, history, critical issues and contributions of several identifiable groups in society. (11) (4)
- 5) Translates knowledge of human relations into attitudes, skills and techniques which result in favorable, inclusive learning experiences for all students (4,5) (1)
- 6) Recognizes individual, institutional dehumanizing biases/discrimination and their impact on interpersonal relations, motivation, achievement and expectations for future empowerment and success. (5) (7)
- 7) Recognizes, confronts and compensates for dehumanizing biases in instructional materials, curricula and programs (1-4) (4)
- 8) Understands the issues related to and promotes diversity, democracy, equity, and social justice. (5,9)
- 9) Recognizes diversity that exists in the United States and the world incorporating national, international, and global perspectives.
- 10) Advocates for equity and social justice in personal and professional settings (6 9)
 - While the Teacher Work Sample is not a requirement or assignment in the Human Relations course, TWS related skills are referenced as a guide.

Course Requirements:

Assumptions: Students have completed all of the teacher education sequence before student teaching. They know the basic essentials of lesson planning, management, and assessment skills as it relates to the classroom

They have participated in diverse field experiences and have had exposure to multicultural education in previous classes.

This course builds on prior knowledge and allows students to concentrate on how to teach students from a variety of backgrounds and experiences.

Thus student teachers have the opportunity to create optimum learning environments and achievement for all students.

The Human Relations course during the student teaching semester is designed to fulfill two purposes: (1) an opportunity for student teachers to explore relationships between practice and theory by providing a forum for discussing school practices and sharing common problems, and (2) to insure integration of multicultural and gender-fair (MCGF) education within the student teaching experience.

Expectations: Human Relations consists of a minimum of 45 contact hours of classes. Class meetings will be held the days prior to beginning student teaching, during the week between the two placements, and during the final week of student teaching. Individual consultation will occur in classroom observation visits and through e-mail. Students will demonstrate awareness and application in their assignments as well as in their student teaching practices.

This course has been designed to meet two goals. (1) awareness: to confront individuals with experiences designed to create and awareness of biases, attitudes, and beliefs and to create awareness of the degree of congruency between stated beliefs and actual behavior; (2) application: to translate awareness into beliefs, attitudes, and behaviors that result in more positive relationships within the teaching/learning environment.

Required Text

None

Optional Materials:

There is a wealth of instructional materials, books, videos, etc. available to student teachers from the instructors' libraries. Readings are assigned from handout given in class as well as a variety of optional materials.

Course Topics

Note: Topics are covered in class meetings and/or in small group and individual consultation conference.

1. Overview of Human Relations course
2. Community Building Activities-Professional Learning Communities
3. Self Esteem and Achievement
4. Bias, Stereotyping, Discrimination, and Oppression
5. The ISM's- Effects on Teaching and Learning
6. Learning Styles
7. Culture and Cross Cultural Experiences
8. Multicultural Education-concepts and strategies
9. Race and Ethnicity
10. Religion
11. Age
12. Class
13. Language-Helping second language learners in school
14. Gender, Sexual Orientation
15. Exceptionality
16. Social Justice/Advocacy

Assignments:

1. Reflective Papers: Students will write four “quick-writes” reflecting on in-class experiences. There will also be a final reflective paper (4/5 pages-due Dec. 8- rubric will be provided) focusing on how students have met stated goals. (Outcomes/Objectives 1,5,6,7,8)
2. Simulations: Students will participate in several simulations and/or experiential learning activities:(BaFa BaFA, community building, etc.) (Objectives 2,4,8)
3. Inquiry/Research: Students will investigate a Human Relations topic of personal or professional interest, apply to his/her classroom practice, and share findings with peers. (This is the “Individual Growth Project” and will be due on December 8th) Students will choose this topic after a personal conference with the instructor. (Objectives 3,4,5,8)
4. Class Discussions: Students will participate in small and large group discussions related to Human Relations topics. (Objectives 1,2,3,4,9)
5. Community Involvement: Students will participate in four hours of “community Involvement.” A one-page reflection documenting the involvement will be due on Dec. 8th. A list of opportunities will be presented throughout the semester. (Objectives 4,8,9)
6. Group Projects: Students will form groups to research and analyze one of the HR topics and facilitate a discussion with their peers. (Group Project sign up will be in October-projects will be presented on December 8th.)

Grading System:

Attendance and participation at all class sessions is required. Absences will lower grades. In the event of illness or extreme emergency alternate projects/assignments can be discussed with the instructor.

For a grade of B:

- Complete:
1. Four “quick-writes” short journal reflections on in-class work.
 2. One four to five page “reflective paper”(Due Dec.8-see rubric)
 3. Group Project (Due Dec. 8-see rubric)
 4. Community Involvement-four hours (summary and reflection due Dec. 8th)

For a grade of A

Grade B Requirements plus

An individual project of your choice. .. You will have the opportunity to discuss your project ideas with your instructor after the October meeting dates. Ideas include:

- 1. A multicultural lesson plan and reflection*
- 2. A review of a book, article, movie*
- 3. An investigation of a human relations topic of personal or professional interest.*
- 4. Initiation and involvement in a social justice project*

Bibliography

Banks, J.A. (1997) Teaching Strategies for Ethnic Studies (6th ED). Allyn and Bacon, Boston

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Nieto,S. (1992) Affirming Diversity: The Sociopolitical Context of Multicultural Education. Longman, New York.

Payne,R . (1998) A Framework for Understanding Poverty. RFT Publishing, Baytown,Texas

Smith, Pritchey G. (1998) Common Sense about Uncommon Knowledge: The Knowledge Bases for Diversity, AACTE publication

University's Equal Opportunity Statement

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