

**HUMAN RELATIONS SYLLABUS
DES MOINES REGIONAL STUDENT TEACHING PROGRAM**

This syllabus is congruent with the UNI Human Relations Syllabus which is common among all UNI student teaching centers/programs.

Course Number and Title

280 070 and 280 170 Human Relations: Awareness and Application

Professor(s) 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 the Program: The Human Relations course at UNI is intended for pre-service teacher education students to be taught in conjunction with the student teaching experience.

(The only students who take this course before student teaching are student teachers selected for the Out of State & International Center Program, undergraduates in speech/language pathology, graduate students and teachers in the community who need Iowa certification for teaching at 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 relation issues. (8) (7)
- 2) Respects human dignity and the rights of each 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. (11)
- 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 diverse 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 with student teaching seminar meetings and in the week between the two student teaching placements. Individual consultation will occur in classroom observation visit conferences. Students will demonstrate awareness and application in their assignments as well as in their student teaching practices.

The course has been designed to meet two goals: (1) awareness: to confront individuals with experiences designed to create an 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 during the semester from the instructorsâ€™, libraries. Readings are assigned from handouts 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 conferences.

- 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 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. Reflection Paper Students will write a 1-3 page reflection paper on a human

	relations issue. Students will share paper in small groups and discuss the different issues presented. (Outcomes/Objectives 1, 5, 6, 7, 8)
2. Simulations	Students will participate in simulations and/or experiential learning activities: BaBaBaFa, Star Power and experiential activities that will vary from semester to semester. These will occur in class meetings and during Interim Week.. (Objectives 2, 4, 6, 8)
3. Inquiry/Research	Students will investigate a Human Relations topic of personal or professional interest, apply learning to his/her classroom practice, and share findings with their peers. (Objectives 3, 4,8)
4. Class Discussions	Students will participate in small and large group discussion related to Human Relations topics. Several class discussions will feature resource persons from a variety of perspectives. (Objectives 1, 2, 3, 4, 9, 10)
5. Reviews/ (book, video, Field Trips	Students will use individually planned field trips or media film) as tools for learning. This is the Multicultural Event assignment. (Objectives 4, 8, 9)
6. Individual Projects	Students will complete individual Human Relations Projects appropriate to their personal and professional learnings from Human Relations. These projects will be discussed and shared with the group during the last day of Human Relations. (Objective 5)

Grading System

50 points	Participation in class, small group, and individual activities with Interim Week and seminar attendance required
10 points	One assigned reflection/article reaction paper
10 points	Human Relations Presentation Project
20 points	Final Paper and Project
10 points	Completion of Suggested Activities Sheet

A grade of A will be assigned for 91-100 points; B for 81-90 points; C for 71-80 points; D for 60-70 points; 0-59 points will be failing.

Bibliography

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

Banks, J.A. (1994). *An Introduction to Multicultural Education*. Allyn & Bacon, Boston.

Bennett, C. L. (1999) *Comprehensive Multicultural Education, Theory & Practice*. Allyn and Bacon, Boston

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

Grant, C.A. (1999). *Creative Partnerships: Gateway to Embracing Diversity in Multiculturalism and Multicultural Education: Crossing Borders for Equity and Justice*. Selected papers from 1998 & 1999 annual conferences of the National Association for Multicultural Education.

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

University's Equal Opportunity Statement

The University of Northern Iowa is an Affirmative Action Equal Opportunity Institution. The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodations through the Office of Disability Services (ODS). The ODS is located at 213 Student Services Center, and the telephone number is 273-2676.