

Summer 2013

CE 534 Syllabus: Human Relations and Diversity

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT**

**CE 534 – HUMAN RELATIONS AND DIVERISTY
(Three Graduate Credits)
Summer 2013**

Meeting Dates: 05/17-18/13, 06/7-8/13 and 06/21-22/13

Meeting Times: Friday – 4:00 p.m. to 10:00 p.m.

Saturday – 9:00 a.m. to 6:00 p.m.

Location: University Center Rochester – Room SH 104 except 06/08 CC 412

INSTRUCTOR:

Dr. Gaylia J. Borrer
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859 30th Ave. – S.E.
Rochester, MN 55904

CONTACT INFORMATION:

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Office Hours: By Appointment Only

PURPOSE:

The purpose of this course is to: (1) promote student growth and development through the learning and practice of basic communication and helping skills, (2) study cultural diversity as it relates to human relations and communications, (3) examine gender and sexual orientation in terms of human relations and communications, and (4) address human relations and communications as related to special populations (persons with disabilities, older adults, people living in poverty, children, diverse religious groups, etc.).

TEXT:

Gollnick, D., & Chinn, P. (2013). *Multicultural education in a pluralistic society* (9th ed.).

Upper Saddle River, NJ: Pearson Education, Inc.

OBJECTIVES:

1. To explore pluralism as it relates to the implementation and on-going practice of multicultural counseling competencies in community and school counseling settings.
2. To improve human relations and communications skills.
3. To become aware of one's own philosophy of life.
4. To become more aware of feelings, values, and goals.
5. To gain an understanding of the dehumanizing effect of prejudice, racism, and sexism.

6. To develop a conscious awareness and working knowledge of people who are culturally diverse.
7. To become aware of issues associated with special populations (e.g. children, older adults, people with disabilities, people living in poverty, etc.).
8. To discuss and develop human relations and communications strategies for empowering all people.
9. To develop an understanding of the concepts of tolerance and civility as they relate to human relations, diversity and communication.

BASIC INSTRUCTIONAL PLAN:

Lecture
Discussion
Films
Guest Presentations and Panels
Experiential/Applied Learning Activities
Assigned Readings (text and other resources)
Reaction/Discussion Papers
Interview Project
Integration and Synthesis Self-Assessment Project

ALIGNMENT WITH CACREP STANDARDS:

SECTION II – PROGRAM OBJECTIVES AND CURRICULUM

- K.2. SOCIAL AND CULTURAL DIVERSITY-** studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religions and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:
- K.2.a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
 - K.2.b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
 - K.2.c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

/K.2.d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, and nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

K.2.e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

K.2.f. ethical and legal considerations.

COURSE REQUIREMENTS AND GRADING:

C In order to earn a grade of C in this course students must: (1) attend all class sessions and actively participate in classroom discussions and exercises, and (2) prepare three (3) reaction/discussion papers addressing topics discussed throughout the course. Materials from assigned readings, classroom discussions, the internet, current literature and research, and films are to serve as the foundation for the reaction/discussion papers. NOTE: All discussion papers must include integration and discussion of relevant readings from the required text. All papers are to follow APA writing and reference style guidelines. Reference must be appropriately cited in the body of the paper and presented in a comprehensive reference list at the end of the paper. Papers will be evaluated on:

1. Overall readability (clearly stated beginning, middle, and end with proper grammar).
Excellent Very Good Good Fair Poor
2. Graduate level critical thinking, writing and synthesis skills.
Excellent Very Good Good Fair Poor
3. Supporting evidence from the literature for position presented in paper.
Excellent Very Good Good Fair Poor
4. Appropriate APA writing and reference style.
Excellent Very Good Good Fair Poor

Students may select three (3) questions from the following list of questions for their reaction/discussion papers. The focus of the discussion must be on human relations and communication. Please note that the first paper must focus on a topic related to race, ethnicity or multiculturalism. The second paper must focus on gender or sexual orientation. The third paper must address a special topics issue (e.g. homelessness, disability, older adults, children/youth, religious freedom expression, etc.). Papers should be written after the class has met and the group has explored and discussed the various topics.

- Does racism exist in American society today? If so, in what ways is racism expressed. Are you a racist? Explain.

- Discuss your reaction to the film shown in class entitled: “The Color of Fear.” Do the men in the film present current issues in American society regarding racism? Explain.
- What is civility vs. tolerance in diversity training and human relations and communication?
- Why is it important to be sensitive to nonverbal communication when interacting with people who are different than yourself?
- Discuss how the religious majority can influence and impact on tolerance and/or intolerance within a community.
- How do you assess your personal tolerance level regarding diversity? Explain.
- Are sexist and racist attitudes conveyed in contemporary films made for children? Be sure to discuss your reaction to the “Mickey Mouse Monopoly” film shown in class. Explain your position.
- What are some of the implications of including GLBT issues in the curriculum at the elementary, middle, and secondary school levels?
- What socioeconomic factors make it difficult for members of the underclass to improve their circumstances?
- Are people who are “differently abled” discriminated against in American society today? If so, explain where discrimination occurs within this population and what needs to occur to bring about change.
- Describe some variables that contribute to prejudice in children.
- Discuss your reaction to the film shown in class entitled: “The Truth about Hate”. What must we as a society do to promote tolerance within the adolescent population in American society today?
- What are the roots of ageism?
- Discuss your overall reaction to the article entitled: “Racism in the English Language.” How valid is the article in American society today?
- Should parents who are severely disabled be permitted to keep their children?

NOTE: All reaction/discussion papers are due to the instructor by 5:00 p.m. on the dates listed below:

Topic: Cultural Issues	Due: Friday, June 7, 2013
Topic: Gender Issues	Due: Friday, June 21, 2013
Topic: Special Populations	Due: Friday, June 28, 2013

B In order to earn a grade of B in this course, students must: (1) satisfactorily complete all course requirements necessary to earn a grade of C, (2) complete an interview and one other activity (e.g. share a meal, attend a religious event, participate in cultural celebration, etc.) with one of the following people: someone

from a diverse cultural group, someone of a different sexual orientation, someone with a disability, an older adult, an adolescent, or someone who is economically disadvantaged. For the interview, students are to develop their own interview questions. However, some sample questions follow: “What is it like living in society at large in America as compared to living in your home country? What must you do to maintain your own values, beliefs, and customs and/or group integrity in American society? When interacting with people who are not part of your group how do you communicate/relate with them? What non-verbal communication patterns are common within your group? What do you see as most important for the development of healthy interactions between all people? What, if any, experiences have you had with discrimination because of your race, ethnicity, heritage, sexual orientation, age? Upon completion of the interview and other selected activity students are to prepare and submit a paper about their experience. The paper is to be typed in a double-spaced format and is to include the following: (1) a list of interview questions, (2) a synopsis of the interviewee’s responses, (3) the value of the interview and other selected experience for the student (what did they learn), and (4) personal reaction to the total experience (how did the total experience impact on the student). Papers are due: Friday Evening – 06/07/13. Papers will be evaluated on:

1. Interview questions were well developed and open ended in nature.

Excellent	Very Good	Good	Fair	Poor
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2. Interview paper reflected well planned and implemented interview process

Excellent	Very Good	Good	Fair	Poor
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3. Overall readability (clearly stated beginning, middle, and end with proper grammar)

Excellent	Very Good	Good	Fair	Poor
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4. Well articulated discussion of interview experience including value and benefit to the student

Excellent	Very Good	Good	Fair	Poor
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A In order to earn a grade of A in these course students must: (1) satisfactorily complete all course requirements necessary to earn a grade of B and (2) prepare a personal assessment paper. This is to be a major paper. It is meant to embody the self-knowledge discovered in class, in readings, in films, and from life experiences. Throughout the paper the student is to apply and integrate the multicultural counseling competencies addressed in class. The paper is to include the following: (a) What does civility and tolerance mean to you in your personal and professional life? (b) How do you demonstrate multicultural awareness and sensitivity in your interactions with others on a daily basis? (c) Are you a racist? Explain. (d) What are your personal views regarding gender and sexual orientation and what must you do to maintain your personal values and beliefs, and at the same time, demonstrate tolerance for others? (e) Is there a place for

discussion of your religious values and beliefs in multicultural discourse? Explain. (f) What diversity issue do you find most difficult to discuss in open conversation with your peers? Explain. (g) What specific diversity issues do you need to continue to work on, and how will you go about addressing those issues? (h) What do you believe to be essential in effective human relations and communications across all cultural groups? (i) What can you do to enhance personal and community awareness and understanding of diversity (j) How has the Human Relations and Diversity class impacted on your thinking about yourself and others in a multicultural society? Students are encouraged to use the Multicultural Counseling Competencies handout to guide and inform their discussion. Personal assessment papers are to follow APA writing and referencing guidelines and are to be 2,000 words in length. Personal assessment papers are due to the course instructor by 12:00 a.m. on Monday, July 1, 2013. Papers will be evaluated on:

1. Overall readability (clearly stated beginning, middle, and end with proper grammar).

Excellent	Very Good	Good	Fair	Poor
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2. Graduate level critical thinking, writing and synthesis skills.

Excellent	Very Good	Good	Fair	Poor
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3. Integration of Multicultural Competencies into discussion.

Excellent	Very Good	Good	Fair	Poor
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4. Appropriate APA writing and reference style.

Excellent	Very Good	Good	Fair	Poor
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5. Demonstration of self-awareness and insight into personal biases and areas needing additional work relate multiculturalism.

Excellent	Very Good	Good	Fair	Poor
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STUDENTS SEEKING TEACHER OR SCHOOL COUNSELOR LICENSURE:

Students seeking teacher licensure in Minnesota or licensure in Wisconsin as a teacher or school counselor are required to complete focused study on North American Indians cultures indigenous to Minnesota and/or Wisconsin. Students completing this licensure requirement must inform the course instructor of their intent to complete the North American Indian focused study project. This project is evaluated separately from the Human Relations and Diversity course and is due to the course instructor by 12:00 a.m. on Monday, July 8, 2013. Upon successful completion of the focused study activities the student will receive a certificate of completion. Students completing this licensure requirement must prepare a seven (7) to ten (10) page research paper on a North American Indian culture indigenous to Minnesota or Wisconsin. All papers must be prepared in a double space typed format and presented in appropriate APA writing and reference style. All research topics must be discussed with, and approved by, the course instructor before beginning the research project. Papers must include components of

American Indian language, history, government, culture, education, religion, social and political issues, social justice, etc. Papers will be evaluated on:

1. Overall readability (clearly stated beginning, middle, and end with proper grammar).

Excellent	Very Good	Good	Fair	Poor
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2. Graduate level research and writing skill.

Excellent	Very Good	Good	Fair	Poor
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3. Comprehensive coverage of the topic.

Excellent	Very Good	Good	Fair	Poor
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4. Appropriate APA writing and reference style.

Excellent	Very Good	Good	Fair	Poor
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GRADING:

- A In order to earn a grade of A, the student must demonstrate the highest level of competence in all their work and earn “excellent” on all completed assignments.
- B In order to earn a grade of B, the student must demonstrate a high level of competence in all their work and earn “very good” on all completed assignments.
- C In order to earn a grade of C, the student must demonstrate competence consistent with graduate level work that is good and earn “Good” on all completed assignments.
- D In order to earn a grade of D, the student must complete all assignments required for a grade of C and earn “Fair” on all completed assignments.
- F In order to earn a grade of F, the student must submit all assignments required for a grade of C and earn “Poor” on all completed assignments.

STUDENTS WITH DISABILITIES OR SPECIAL NEEDS:

Every effort will be made to provide appropriate accommodations for persons with disabilities or other special needs. Students needing special accommodations are encouraged to talk with the course instructor early on about any accommodations that may be required.

POLICY ON LATE OR UNFINISHED ASSIGNMENTS:

Late assignments will NOT be accepted. **IMPORTANT:** only under extraordinary circumstances will a grade of IP (In Progress) be awarded. If such circumstances arise, it is the student’s responsibility to notify the instructor immediately.

STUDENT ACADEMIC HONESTY:

Submitting work other than your own, submitting materials used in other courses or plagiarism will result in failure in the course.

ATTENDANCE:

Since this is an applied (experiential learning) course, attendance at all class sessions is required. Sporadic or infrequent attendance as well as arriving later or leaving early will result in a reduction in the student's final course grade and may constitute failure in the course.

SUBMISSION OF WORK:

Papers may be submitted to the course instructor electronically.

TENTATIVE CLASS SCHEDULE

Week One - Friday

Topic: Orientation and Introduction to Course
Basic Communication Skills and Human Relations
Multicultural Issues and Human Relations
Film: "Communicating - Dr. Jessie Potter"
Reading: None

Week One - Saturday

Topic: Multicultural Issues and Human Relations
Film: "The Color of Fear"
Panel: Cultural Diversity Panel Presentation
Reading: "Racism in the English Language" (handout provided by course instructor)
Chapters 1, 2 and 7 in text

Week Two - Friday

Topic: Sexual Orientation and Human Relations
Film: "It's Elementary"
Panel: GLBT Issues Panel
Reading: Chapter 5 in text

Week Two - Saturday

Topic: Gender Issues and Human Relations
Men and Women Issues in Human Relations and Communication
Gender as Portrayed in Children's Literature and in Media
Film: "Gender"
"The Fairer Sex"
"The Mickey Mouse Monopoly"
Reading: Handouts will be provided by course instructor
Chapter 4 in text
"From Rags to Witches" (Handout provided by instructor)

Panel: Chapter 4 in text
Men and Women Issues Panel

Week Three - Friday

Topic: Special Populations and Human Relations
Exceptionality
Film: "My Child"
Reading: Chapter 6 in text

Week Three – Saturday

Topic: Class and Socioeconomic Status, Religion, Geography, Youth and
Older Adults
Reading: Chapters 3, 8, 9 and 10 in text

Bibliography

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