

Summer 2010

CE 534 Syllabus: Human Relations and Diversity

Gaylia J. Borrer
Winona State University

Follow this and additional works at: <https://openriver.winona.edu/counseloreducationsyllabi>



Part of the [Counselor Education Commons](#)

Recommended Citation

Borrer, Gaylia J., "CE 534 Syllabus: Human Relations and Diversity" (2010). *Counselor Education Syllabi*. 321.

<https://openriver.winona.edu/counseloreducationsyllabi/321>

This Syllabus is brought to you for free and open access by the Counselor Education - Graduate Studies at OpenRiver. It has been accepted for inclusion in Counselor Education Syllabi by an authorized administrator of OpenRiver. For more information, please contact klarson@winona.edu.

**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Fall 2010**

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

**Room: East Hall (EA) 262 – Winona State University Rochester Campus
Day, Date and Time:**

**Friday, October 1, 2010 – 4:00 a.m. to 10:00 p.m.
Saturday, October 2, 2010 – 9:00 a.m. to 6:00 p.m.
Friday, October 8, 2010 - 4:00 p.m. to 10:00 p.m.
Saturday, October 9, 2010 – 9:00 a.m. to 6:00 p.m.
Friday, October 22, 2010 – 4:00 p.m. to 10:00 p.m.
Saturday, June 23, 2010 – 9:00 a.m. to 6:00 p.m.**

INSTRUCTOR:

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

CONTACT INFORMATION:

Phone: (507) 285-7137
FAX: (507) 285-7170
E-mail: gborror@winona.edu
Office Hours: Monday & Wednesday
9:00 a.m. to 2:00 p.m.

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. (2009). Multicultural education in a pluralistic society (8th ed.).

Upper Saddle River, NJ: Pearson Education, Inc.

OBJECTIVES:

1. To improve human relations and communications skills.

2. To become aware of one's own philosophy of life.

3. To become more aware of feelings, values, and goals.
4. To gain an understanding of the dehumanizing effect of prejudice, racism, and sexism.
5. To develop a conscious awareness and working knowledge of people who are culturally diverse.
6. To become aware of issues associated with special populations (e.g. children, older adults, people with disabilities, people living in poverty, etc.).
7. To discuss and develop human relations and communications strategies for empowering all people.

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 along with classroom discussions and films are to serve as the foundation for the reaction/discussion papers. Papers will be evaluated on:

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

Students may select three (3) questions from the following list of questions for their reaction/discussion papers or they may elect to present a discussion and synthesis of a specific topical area (e.g. cultural issues, gender issues, or special populations) presented in class. All reaction/discussion papers are due as follows:

10/08/10	Cultural Issues	Reaction/Discussion Paper One Due
10/22/10	Gender Issues	Reaction/Discussion Paper Two Due
10/20/10	Special Populations	Reaction/Discussion Paper Three Due

Possible Reaction/Discussion Paper Questions to Consider:

- 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.

- 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 you can do 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?

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 gender or 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 questions students may want to include in their interview include: What is it like living in society at large in America as compared to living within their own group? What must they do to maintain their own values, beliefs, and customs and/or group integrity in American society? When interacting with people who are not part of their own group how do they communicate/relate with them? What non-verbal communication patterns are common within their group? What do they see as being most important for the development of healthy interactions between all people? What, if any, experience have they had with discrimination because of their membership in their group? 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-space 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 on Friday, October 22, 2010.

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. It should comprehensively cover the following: (a) what you value, what is important to you. (b) What you believe about yourself, who you are as a person. (c) What are your values and beliefs about pluralism in your own life and your community? (d) What you can do to enhance personal and community understanding and acceptance of cultural diversity. (e) Your personal views regarding gender and sexual orientation. (f) What you have found to be most crucial in effective human relations and communications in your own life. (g) Your personal style of living and how you might change it to become a more effective communicator. (h) Your personal life goals. (i) Your personal strengths or assets which you can use to facilitate attainment of your personal life goals. (j) Possible limitations to be overcome (or accepted) in striving toward your goals. How has the Human Relations and Diversity class impacted on your thinking about yourself and others in a multicultural society? Personal assessment papers are due to the instructor by 4:00 p.m. on Friday, November 5, 2010.

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 Friday, November 19, 2010. 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, etc.

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 critical. 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.

NOTE:

In order for all materials to be returned to students in a timely fashion, each course participant is required to provide the course instructor with a stamped, self-addressed envelope.

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" "The Color of Fear)
Readings:	"Racism in the English Language" (handout provided by course instructor) Chapters 1 and 2 in text

Week One - Saturday

Topic: Multicultural Issues and Human Relations
Panel: Cultural Diversity Panel Presentation
Reading: Chapters 6 and 10 in text

Week Two - Friday

Topic: Sexual Orientation and Human Relations
Film: "It's Elementary"
Panel: GLBT Issues Panel

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: Men and Women Issues Panel

Week Three - Friday

Topic: Special Populations and Human Relations
Youth and Older Adults
Film: "The Truth about Hate"
"The Trip to Bountiful"
Reading: Chapters 5, 7, 8, and 9 in Text

Week Three – Saturday

Topic: Special Populations Including People with Disabilities and
People Who Are Homeless
Poverty
Film: "The Skin Horse"
"My Child"
Guest: Thomas Orr – Spokesperson for People Who Are Homeless with
Diagnosed Mental Illness

Bibliography

Anderson, M. & Collins, P. (1998). Race class and gender: An anthology.

Belmont, CA: Wadsworth Publishing Company.

Banks, J. (1999). An introduction to multicultural education. Boston: Allyn and

Bacon.

Benton, D. (1998). Applied human relations: An organizational and skill

development approach (6th ed.).

Corey, G. & Corey, M. (1997). I never knew I had a choice (6th ed.) Pacific

Grove, CA: Brooks/Cole Publishing Company.

DeCenzo, D. (1997). Human relations: Personal and professional development.

Upper Saddle River, NJ: Prentice Hall.

DuBrin, A. (1997). Human relations: Interpersonal job-oriented skills (6th ed.).

Upper Saddle River, NJ: Prentice Hall.

Ferrante, J., & Browne, P. (2001). The social construction of race and ethnicity in the

United States (2ND ed.). Upper Saddle River, NJ: Prentice Hall.

Finegan, C., Helms, R., & Gotthoffer, D. (2000). Quick guide to the internet for

multicultural education. Boston: Allyn and Bacon.

Ford, L. (2007). Human relations: A game plan for improving personal adjustment (4th

ed.). Upper Saddle Rive, NJ: Prentice Hall.

Gazda, G., Bazer, F., Childres, W., Nealy, A., Phelps, R., & Walters, R. (2005).

Human relations development: A manual for educators (5th ed.). Boston, MA:

Allyn and Bacon.

Gilligan, C. (1982). In a different voice: Psychological theory and women's development. Cambridge, MA: Harvard University Press.

Johnson, D. (1997). Reaching out: Interpersonal effectiveness and self-actualization (6th ed.). Boston, MA: Allyn and Bacon.

Redman, G. (1999). A casebook for exploring diversity in K-12 classrooms. Upper Saddle River, NJ: Prentice Hall.