

Summer 1999

## CE 534 Syllabus: Human Relations

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WINONA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
COUNSELOR EDUCATION DEPARTMENT  
SUMMER, 1999

HUMAN RELATIONS  
CE 534  
(three semester hours)

INSTRUCTOR:

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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, economically disadvantaged individuals, children, etc.).

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 effects of prejudice, racism, and sexism.
5. To develop a conscious awareness and working knowledge of culturally diverse peoples.
6. To become aware of issues associated with special populations (e.g. children, older adults, people with disabilities, 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 activities and exercises and (2) read, abstract, and submit three abstracts from current professional journals (articles published since 1989). Abstracts are to be prepared for each of the following three focus groups: (1) multicultural issues, (2) gender issues, and (3) special populations (e.g. children, older adults, people with disabilities, etc.). Abstracts are to be typed in a double space format. Guidelines for preparing abstracts are attached. Topics and due dates for abstracts follow:

<u>Abstract #</u>	<u>Topic</u>	<u>Due Date</u>
Abstract 1	Multicultural Issues in Human Relations and Communications	June 11, 1999
Abstract 2	Gender issues in Human Relations and Communications	June 18, 1999
Abstract 3	Special Populations in Human Relations and Communications (e.g. children, older adults, persons With disabilities, etc.).	June 25, 1999

- 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 with one of the following: someone from a cultural group other than their own, someone of a different gender or sexual orientation than their own, someone with a disability, an older adult, an adolescent, or someone who is economically disadvantaged. Students are to develop their own interview questions. However, some questions students may want to include in their interview are: What is it like to live in American society as compared to living in their own culture? What must they do to maintain their own values, beliefs, and customs in American society? When interacting with people who are not part of their own cultural group how do they communicate/relate with them? What non-verbal communication patterns is common within their culture? What do they see as being most important for the development of healthy interactions between all people? Upon completion of the interview students are to prepare and submit an interview paper. The paper is to be typed 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 for the student (what did they learn from the experience) and (4) personal reaction to the experience. Students will be given the opportunity to present their interview in class. Interview papers are due on June 18, 1999.
- 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, 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) 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. Personal assessment papers are due on June 26, 1999.

#### POLICY ON LATE OR UNFINISHED ASSIGNMENTS:

Late or unfinished assignments are subject to a penalty of 10% of the assignment grade for each day they are late. **IMPORTANT:** A grade of I (Incomplete) will not be awarded except under extraordinary circumstances such as prolonged illness. 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) 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 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 requested to provide the course instructor with a stamped, self-addressed envelope.

## SCHEDULE OF CLASS SESSIONS

June 4, 1999

Topic: Orientation and Introduction to Course  
Basic Communication Skills and Human Relations  
Multicultural Issues and Human Relations and Communications

June 5, 1998

Topic: Multicultural Issues and Human Relations and Communications

June 18, 1999

Topic: Gender Issues and Human Relations and Communications

June 19, 1999

Topic: Gender Issues and Human Relations and Communications

June 25, 1999

Topic: Special Populations and Human Relations and Communications;

June 26, 1999

Topic: Special Populations and Human Relations and Communications

## Guidelines for Abstracts

Each student is required to read and abstract one professional journal article. Some of the following journals may prove to be helpful resources: Journal of Counseling and Development, Elementary School Guidance and Counseling, The School Counselor, Psychology of Women Quarterly, Journal of Multicultural Counseling and Development, The Rehabilitation Counseling Bulletin, Sex Roles, Journal of Personality and Social Psychology, Child Development, Child Welfare, Aging Today, Public Welfare, and Adolescence. Articles used for abstracts must have been published in the last ten years. After carefully reading the article please submit the following information in your abstract. The abstract is to be two to three pages in length and is to be typed using a double space format.

- 1) Citation of the article following APA reference style guidelines. An example of APA reference style follows:

Doe, J., & Adams, B. 1997). The high school drop out: Everybody's problem?

The School Counselor, 30, (1), 182-190.

- 2) A brief (one or two paragraph) objective summary of the article content. What were the main points, descriptions, items of information, and/or opinions contained in the article?
- 3) Give your personal reaction to the work.
  - new perspectives you acquired
  - points of view with which you agree or disagree
  - emotional reaction to the information
  - how you could (would) use the information in your personal and/or professional life
- 4) Rate the article on a five point scale (five = excellent, 3 = good, 1 = poor). Would you recommend that others read this article Why or why not? If recommended, who would benefit from reading the work?

## Bibliography

- Anderson, M. & Collins, P. (1998). Race class and gender: An anthology. Belmont, CA: Wadsworth Publishing Company.
- Benton, D. (1998). Applied human relations: An organizational and skill development approach (6<sup>th</sup> ed.).
- Corey, G. & Corey, M. (1997). I never knew I had a choice (6<sup>th</sup> 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 (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall
- Gazda, G., Asbury, F., Balzer, F., Childers, W. Phelps, R. & Walters, R. (1995). Human relations development: A manual for educators (5<sup>th</sup> 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: Intersponal effectiveness and self-actualization (6<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.