

SYLLABUS

HUMAN RELATIONS

EDMA 204

Drake University
School of Education
Des Moines, Iowa

Term: **Instructor:** Judi Roland
Course Dates: **Email:** Judi.Roland@drake.edu
Credit Hours: 3 semester hours
Virtual Office Hours: Via Email – I will make every effort to respond within 48 hours.

Course Description: In an eight-week format, students are guided through reading, viewing, reflection, activities, and investigations to further increase their knowledge and awareness of topics related to human relations. Included in this course will be explorations of various groups found in our society. Students are challenged to improve awareness of, and interpersonal relationships with, individuals of various groups as they enhance their classroom skills, and techniques, while providing favorable learning experiences for all students. All of the learning modules are designed to stretch the student's awareness of various groups in our society, recognize and reduce dehumanizing biases, and build their respect for human diversity.

Course Goals:

Upon completion of this course, students will be able to:

- recognize and respond to dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relationships in our classrooms.
- effectively relate to other individuals and various groups other than one's own.
- translate our knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for all students.
- understand the impact of poverty and define specific strategies to accommodate all learners.
- recognize ways in which dehumanizing biases may be reflected in instructional materials and other materials used in the classroom unintentionally.

Required Textbook: Rothenberg, P. (2016). *Race, class, and gender in the United States*. New York, NY: Worth Publishers.

Contact the Drake University Bookstore 515-274-3401 for a copy to be mailed to your home. Find new and used copies at www.amazon.com.

Educational Resources: Students are expected to use the online resources available through Cowles Library located on the Drake University campus, as well as the resources available to them locally. The articles from the course textbook form the core of foundational information used by students. In addition, students are encouraged to research additional information, read general publications, interview professionals in the field such as educators, as needed, to complement their areas of interest, as well as visit an organization affiliated with a group of our society.

Course Assignments: (Please note that all work is due on the assigned date listed in the course schedule unless there is an extenuating circumstance. In that case, contact the instructor.)

- Complete the Introduction Blog as a way of forming our online community. (10 points)
- Participate in every blogging assignment for all eight modules. (40 points)
- Prepare a reflection of classroom environment and introduction activity specific to your grade level that incorporates your knowledge of groups and their needs. (30 points)
- Complete a Volunteer Proposal Form as part of Module II. (10 points)
- Complete interviews/research of a group in society and prepare an interaction recommendation with the goal of creating an inclusive classroom. (40 points)
- Interview a classroom teacher working with a diverse group of students. (30 points)
- Identify strategies suggested to deal with poverty issues. (30 points)
- Complete the volunteer experience introduced in Module II. (60 points)
- Conduct an analysis of educational materials. (30 points)
- Complete a 5-source annotated bibliography and submit to the file exchange. (20 points)
- Complete Final Reflection Blog entry. (5 points)

Points and Letter Grades:

275-305 points	A
244-274 points	B
214-243 points	C
183-213 points	D
Below 182 points	F

See Course Schedule for week-by-week assignments and due dates.

Statement of Plagiarism:

Academic dishonesty results in failure of this course. Consult the Drake Catalog (p. 26-28) for policies regarding plagiarism, academic dishonesty, and the severity of resulting consequences. Give credit where credit is due. <http://www.drake.edu/studentlife/handbook-resources/handbook/academic/#ed>. Use the recent *APA Publication manual* ©2010 to cite references. Not crediting ideas or words of others is unacceptable scholarship as is

submitting work that was done for a previous course or that is not of your own origin in design or completion. For citation references or APA help see:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Accommodations Clause:

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin
Director of Student Disability Services
(515) 271-1835
michelle.laughlin@drake.edu

Jean Hansen
School of Education
Senior Online Instructional Designer
(515) 271-3906
jean.hansen@drake.edu

Again, please be sure to make arrangements for accommodations prior to the start or at the beginning of the course.