

SUMMER SESSION I 2009 HUMAN RELATIONS FOR TEACHERS

HURL 497/597 Section I

T/W/R 10:00-12:30

EB B213

HURL 498/598 Section I

T/R 1:00-2:15

EB A226

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Course Description and Philosophy

Human Relations for Teachers is a course designed to help pre-service and in-service teachers understand the complexities of a model of oppression that operates in the classroom. The Human Relations program at SCSU prides itself in being one that addresses the issue of power, distribution of wealth and resources in the United States, and oppressive policies and practices within institutions. Unlike most human relations courses which focus on the victims of oppression, we take a closer look at the system of oppression. Within this analysis we examine the concept of privilege, i.e. who benefits and who loses as a result of oppression. Thus, in this course we look at who benefits from sexism, racism, heterosexism, etc.

I hope to share my passion for the issues with you and I will be learning along with you and challenging my own behavior. One of the most important messages I need to convey to you is that my teaching style is as crucial to the process of learning as the content I present. I fully embrace liberatory pedagogy, and teaching approaches that stimulate and empower, rather than silence.

Please give thought not only to the information presented in class, but as to how you would facilitate a similar curriculum. Think about why we develop negative biases about unfamiliar information and experiences or why we become defensive when presented with social problems. Attempt to answer these questions now when you have a base of support. The realities of the K-12 classroom will not permit such luxuries.

In conclusion, I encourage you to explore new ways of learning for yourself and hope that you feel confident that I will respect your choices about that process. Please see me during office hours if you feel uncomfortable with any classroom dynamics.

General Objectives: The student will be able to:

1. Define, recognize, and analyze individual and institutional racism, sexism, and other forms of oppression;
2. Identify and factually discuss dehumanizing biases and forms of oppression that various groups in society experience.
3. Create learning environments that develop self-esteem and respect for human diversity and personal rights and increase the power and resources of oppressed groups of people;
4. Formulate social change strategies that foster equity and justice in all aspects of the school environment.

Texts

Rethinking Schools Ltd. *Rethinking Columbus*. Milwaukee: Rethinking Schools, 1998.

Lee, Enid, ed. *Beyond Heroes and Holidays*. Washington, DC: Network of Educators on the Americas, 2006.

Many articles will be assigned that are available on electronic reserve. To access these articles go to SCSU website and click on *library*. Go to *reserve items*, and then *electronic reserve*. Enter your personal information and then your course schedule will appear. Click on HURL 497 or 597. These articles will only be available to you while you are enrolled in the class. The link is broken shortly after the end of the semester.

Course Requirements

1. Attendance at all 497/597 sessions. If a student misses more than 1 class period, the final grade will be lowered one full letter grade. (Essentially, the student is excused from attending 1 class period for legitimate reasons such as family emergencies, CFS field work, coaching, illness, or weather conditions.) If a student exceeds 2 absences, the final grade will be lowered two full letter grades, and so forth. Students who negotiate make-up work with the instructor for an excused absence that exceeds the two absences granted to students, must **submit that work within three days** after returning to class. It is the responsibility of the student to approach the instructor and get a signed plan for the make-up work. Leaving class early without notifying the instructor at the beginning of class will be counted as an absence. **One absence is allowed in HURL 498/598.**

Students who are experiencing significant health problems during the semester are often encouraged to request a medical withdrawal or asked by the instructor to take an incomplete. Doing excessive make-up work for the course compromises the quality and integrity of the course.

ANY STUDENTS SIGNING THE ATTENDANCE SHEET AND THEN LEAVING EARLY FROM ANY 498 SPEAKER, OR SIGNING FOR ANOTHER STUDENT, WILL RECEIVE A GRADE OF F FOR THE COURSE.

2. Active, open participation or involvement in class activities.
3. A short quiz on Loewen's sundown towns (on e-reserve. Title is *Does Your Town Have a Racist Past?*) will be given June 11. Three exams will be given on June 17, June 25, and July 8 that cover assigned readings. These exams will require essay responses. See assigned readings attached.
4. Two separate letters of challenge or support of a human relations issue in **EDUCATION**.

Letter 1: Textbook company in your field of study. (Prefer texts for the grade level you will be teaching. CFS and CEEP students, see me after class.)

Letter 2: Subject area workbook or mail order catalog for children's toys or clothes.

These letters should be single spaced and at least one full page. They should provide SPECIFIC feedback on coverage of human relations topics such as ageism, racism, sexism, heterosexism, classism and **disability** issues. The student should review these materials for evidence of sensitivity to the issues covered in class.

Letters must include two references to human relations literature for each letter. These references for your research may be written on a separate piece of paper and not included in the body of your letter. No websites will be accepted. Provide a copy of your sources if other than class texts. In these letters you must clearly articulate your position on an issue and specifically state why you are writing your letter.

When writing a letter of challenge, offer a practical **solution** or suggest a measure that can be taken to remedy the problem you are addressing. Letters of support should **cite specific incidents** that highlight the work for which you are commending a publisher, editor or author. Grammar and punctuation will be assessed in determining your grade.

The letters should be addressed to the editors or authors of these texts and the addresses can be located in the front of most publications. Submit specific names and addresses to the instructor on June 30. Letters are due July 2 and should be submitted in a stamped envelope with a complete address.

5. Whole School Analysis. Details provided in class. Due on June 11.

A student is determined to be human relations competent if she/he meets the stated requirements outlined above. In addition, the student is expected to exhibit a professional and mature attitude toward issues covered in this course. Students are required to study and be competent in articulating an analysis of institutional discrimination and non-oppressive classroom behavior. Students must be able to identify forms of social control, which lead to oppressive practices. This includes a demonstrated ability to dialogue about our experiences and values with class members in a sensitive, productive manner.

(In assessing the requirements for this course, please remember that this is a four credit program designed for advanced college students.)

597 Students

Graduate work will be evaluated and graded at the graduate level. Graduate students must complete additional work. Please discuss a proposed plan for this work with instructor by February 5.

YOU WILL RECEIVE ONE GRADE FOR HURL 497/8 OR 597/8.

Grading

Loewen quiz	5
Exam I	30
Exam II	30
Exam III	30
Whole School Analysis	40
Letters	<u>30</u>
	165

- 165-149 A
- 148-132 B
- 131-115 C
- 114-98 D

Use 12 pitch Times New Roman with 1" margins for all papers.

It is helpful to record your total points during the course in order to determine your overall progress. **No extra credit is available.** Late work loses one point per day from the possible points per assignment/exam or individual letter.

**All student work must be stored electronically until August 1
200**

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials (SCSU Code of Conduct). Plagiarism or cheating will result in an F in the course.

Special Accommodations:

It is St. Cloud State University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If you have a documented disability that requires an accommodation, please notify me within the first week of the semester.

Thank you for turning off your cell phones during class.

