

COLLEGE OF EDUCATION

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Minnesota State University, Mankato
Department of Educational Studies: Elementary and Early Childhood
EEC 222W: Human Relations in a Multicultural Society, 3 credits
[W = Writing Intensive Course]

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(Instructor’s office) (EEC Department Office)
Time and Location: Typically 2 meetings per week, each 1 1/2-hours
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Course Description

This course involves the study of interpersonal skills, motivation, and group skills applied to educational settings. The coursework requires **18 hours of Service Learning** field experience *outside of class*. Meets State of Minnesota human relations requirement for teacher licensure. Meets three general education requirements: diversity, performance, and writing intensive. Fulfills a Cultural Diversity requirement for General Education at Minnesota State University, Mankato. Categorized as a “gold” course at Minnesota State University, Mankato.

Required Texts

Pearson Learning Solutions. 2013. *EEC222w Human Relations in a Multicultural Society*. ISBN 1-269-27437. Boston, MA: Pearson Learning Solutions. Available for short-term loan from print reserve collection at the MSU Memorial Library circulation desk.
Neyhart, D. and E. Karper. *The OWL at Purdue: APA Formatting and Style Guide*. Available **FREE** from <http://owl.english.purdue.edu/owl/resource/560/01/>
Northwest Regional Education Laboratory. *Six Plus One Writing Traits*. Available **FREE** from <http://doe.sd.gov/curriculum/6plus1/definition.asp>

Recommended Texts

Banks, James. 2008. *An Introduction to Multicultural Education*. Boston, MA: Pearson, Allyn and Bacon.
Johnson, A. P. 2003. *A Short Guide to Academic Writing*. New York, NY: University Press of America, Inc.
Payne, R. K. 2005. *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc.
Pipher, M. 2002. *The Middle of Everywhere: Helping Refugees Enter the American Community*. New York, NY: Harcourt, Inc.

Course Objectives

1. Understand issues of diversity in a multicultural society
2. Recognize and appreciate the contributions, culture, norms/value, oppression which groups experience in our society
3. Create a positive, productive and equitable learning environment
4. Develop personal communication skills and to listen to, respond to others with different ideas and values
5. Deal with conflict
6. Develop self-concept/self-esteem
7. Awareness of personal dispositions, especially related to professionalism
8. Identify values, strengths and needs and be reflective in professional development
9. Develop and act upon personal power in working with diversity
10. Collaborate with others to create a positive learning environment
11. Improve skill in writing for academic audiences

Course Calendar (Tentative and subject to change)

Week	BEFORE CLASS	DURING CLASS	OTHER
1	Buy textbooks from bookstore Visit course D2L site	Introduction Course Overview Family of Origin Micro-cultures	Gender, birth order, generation, language, marital status, SES, geography/place, employment, education level, military...
2	Read Chapter 1 Update D2L profile	Characteristics and Attributes Service Learning paperwork Norms of Behavior Diversity	On-line assessments of characteristics and attributes MSU Community/Service Learning Fair on campus 9/4/13
3	Buy name badge from Hub Read Chapter 2	Cultural Autobiography Gender, Class & Special Needs	
4	Read Chapter 8	Native Americans "Dakota 38" documentary	AISA guest speaker (9/17) Mahkato Wacipi (PowWow – Service Learning)
5		Framework for Culture	Co-instructor Prof. Caryn Lindsay
6	Read Chapter 7	European Americans	Co-instructor Prof. Caryn Lindsay Cultural Autobiography paper due
7	Read Chapter 3	Sexism	
8	Read Chapter 4	Sexual Orientation	ML guest speaker (10/17)
9	Review Chapters 1, 2, 3, 4, 7, 8	Mid-term exam	On-line exam
10	Read Chapter 5 Review Chapter 7	Religion Jewish Americans	Cultural Partnership paper due Cultural Partnership interview transcript due
11	Read Chapter 6	Race Relations Prejudice	
12	Read Chapter 8	African Americans	
13	Read Chapter 9	Latino Americans	
14		Diversity and Culture Pluralism and Unity	Service Learning Paper due Thanksgiving Break

Week	BEFORE CLASS	DURING CLASS	OTHER
15	Prepare individual final reflection statement and presentation comments	Final Comment presentations	On-line assessments of characteristics and attributes
16			Final exam on-line

Instructional Strategies

This 3-credit course includes approximately 45 hours of class-based instruction (3 hours each week). For each hour in class meeting, students are expected to spend approximately 2 hours of time working on material outside of class. Therefore, a student might expect to spend approximately 135 hours in work for this course.

The instructional strategies for this course will include various methods and strategies for enhancing learning: Journaling, persona characters, case studies, review activities, cooperative large and small group activities, role-playing, simulations, assigned and elective readings, lectures, multi-media presentations, guest speakers, field trips, and inquiry-oriented discussion circles.

The MSU instructor will serve as facilitator, observing and periodically addressing individual and classroom-wide needs. The course materials will supply students with data or information. The purpose of the course presentations, lectures, and texts is to provide information and model how to apply concepts in solving problems. Homework and in-class workshops will help develop essential skills in information processing, critical and analytical thinking, and problem solving. Students will work in small groups on specially-designed guided inquiry materials. The guided learning process provides leading questions designed to guide students toward formulation of their own valid conclusions. Students participating in the course are encouraged to learn through authentic inquiry within the context of the course themes and requirements.

Eighteen hours of direct contact is required in Service Learning with people from a group that is challenging to the student. All 18 hours must be completed at the same cooperating agency by the middle of November so that the report paper may be turned in by November 25, 2013. All 18 hours must be completed with adults of a culture different than that of the student.

Assignments

Assignments will also be reviewed and discussed in class. This is a Writing Intensive Course. Therefore, you will submit at least 20 pages (250 words per page) that will be evaluated. Some of these pages are to be reviewed by peers to give students an opportunity to learn from one another and correct writing errors prior to evaluation by the instructor. Some of these papers may be reviewed by a peer, revised, and resubmitted to the instructor and/or graduate assistant for evaluation.

CLASS MEETINGS

Your presence and timeliness in class meetings are expected. Attendance is maintained by a sign-in form that each student will sign when he/she arrives in class. Class participation will include several in-class quizzes, assignments and team projects that are impossible to complete if you are absent.

STUDENT SELF-ASSESSMENTS

DIVERSE ASSOCIATIONS ASSESSMENT (form)

Each student will complete a self-assessment about their achievement of professional dispositions or behaviors. The results will be used by the instructor to plan and implement curriculum and instruction during the course. This assessment is required.

D2L PROFILE (online)

Each student will complete a minimum of 5 elements in their D2L profile, including a photo and 4 other new pieces of information.

LEARNING STYLES INVENTORY (online in class)

Each student will complete an inventory to determine their preferred learning styles and strengths. The results will be used by the instructor to plan and implement curriculum and instruction during the course. This assessment is required.

TEMPERAMENT TYPE INVENTORY (online in class)

Each student will complete an inventory to determine their temperament type. The results will be used by the instructor to plan and implement curriculum and instruction during the course. This assessment is required.

COMMUNICATION STYLES ASSESSMENT (online in class)

Each student will complete an inventory to determine their communication style. This information is required, but is not graded. The student should particularly focus on these skills during the Service Learning experience and during the Team Project so that s/he may reflect on these goals while writing the Reflective Analysis papers in these two areas.

INTERCULTURAL DEVELOPMENT INVENTORY (online in class)

Each student will complete an inventory to determine their cultural competence and orientation. Each student will be given a username and password to complete the inventory. The results will be used by the instructor to plan and implement curriculum and instruction during the course. This assessment is required.

CULTURAL AUTOBIOGRAPHY

CULTURAL AUTOBIOGRAPHY (paper submitted)

Each student will write about the context of their family and community background and their experiences in education/influential teachers that have influenced his/her career choice. See the grading checklist for more information.

CULTURAL PARTNERSHIP

CULTURAL PARTNERSHIP EXPERIENCE (outside of class meetings)

Each student will purposefully be assigned to a cultural partner to meet for a minimum of 9 hours. During this experience, each student will consider their values related to this experience, self-concept/self-confidence during this experience, power interactions, oppressive behaviors toward this group prior to Cultural Partnership experience plus a description of changed behaviors, his/her communication goals, how this experience applies to the student's life now, and how this experience will apply to the student's life in his/her future career. There may be some unexpected outcomes, some conflict resolution, and/or some opportunities to empower others.

CULTURAL PARTNER INTERVIEW (transcript submitted)

Each student will conduct an ethnographic interview with someone from a cultural other than his/her own. A minimum of ten questions will be included, along with the partner's responses.

STUDENT CP REFLECTION PAPER (paper submitted)

After completion of a minimum of 9 hours in a cultural partnership, the student will write a reflective analysis paper to address the Cultural Partnership experience. Additionally, the student may address a statement of unexpected outcomes, a statement about how conflict resolution was utilized during the course of the Cultural Partnership, and a description of any opportunities to empower others. See the grading checklist for more information.

SERVICE LEARNING

SERVICE LEARNING FIELD EXPERIENCE (outside of class meetings)

Each student will purposefully be assigned in a service learning environment where s/he is challenged by some aspect of the group or individual(s) that s/he works with for a minimum of 18 hours.

SERVICE LEARNING REFLECTION PAPER (paper submitted)

After completion of a minimum of 18 hours in a service learning environment, the student will write a reflective analysis paper to address the experiences he/she had in the Service Learning agency. See the grading checklist for more information.

Grading

	Possible	Actual
CLASS MEETINGS	45 possible	
Student attendance and participation 1 point per hour of class	45	
STUDENT SELF-ASSESSMENTS	24 possible	
Diverse Associations Assessment	3	
D2L Profile (online)	3	
Learning Styles Inventory (online)	3	
Temperament Type Inventory (online)	3	
Communication Styles Assessment (online)	3	
Intercultural Development Inventory (pre) (online)	3	
Intercultural Development Inventory (post) (online)	3	
CULTURAL AUTOBIOGRAPHY	30 possible	
Cultural Autobiography (first draft; minimum 4 pages)	30	
Cultural Autobiography (final draft; minimum 4 pages; possible recovery of 50% of remaining points)		
CULTURAL PARTNERSHIP	65 possible	
Student CP Information Form	3	
Student CP Contract with Peer	2	
Student CP attendance and participation 1 point per hour of meeting (documented with log)	18	
Student CP Interview Transcript	9	
Student thank-you note to CP partner (addressed and stamped)	3	
Student CP Reflection Paper (first draft; minimum 4 pages)	30	
Student CP Reflection Paper (final draft; minimum 4 pages; possible recovery of 50% of remaining points)		
SERVICE LEARNING	65 possible	
Student SL Information Form	3	
Student SL Background Consent Form	3	
Student SL Contract with Agency	3	
Student SL Attendance and Participation 1 point per hour of service (documented with log)	18	
SL Supervisor Evaluation of Student	5	
Student thank-you note to SL agency staff (addressed and stamped)	3	
Student SL Reflection Paper (first draft; minimum 4 pages)	30	
Student SL Reflection Paper (final draft; minimum 4 pages; possible recovery of 50% of remaining points)		
EXTRA CREDIT	35 possible	
Cultural Event Reflection Paper (attendance plus minimum 2 pages, with peer review)	5	
Cultural Interview Reflection Paper (attendance plus minimum 2 pages, with peer review)	5	
Documentation	25	
TOTAL POINTS EARNED		