

# Bemidji State University

## ED 3140: Human Relations In Education

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires both of these prerequisites

ED 3110 - Educational Psychology

ED 3100 - Introduction to the Foundations of Public School Education

Corequisites: None

MnTC Goals: None

Study of the causes and psychological dynamics of racism, sexism, and other forms of human oppression. Focus on building teacher/family relationships as a strategy in anti-bias teaching. Prerequisite: ED 3100 and ED 3110.

**B. COURSE EFFECTIVE DATES:** 05/11/2011 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Community Demographic Deconstruction Analysis Grid
2. Cultural Paradigms
3. Family/School Collaboration
4. Movie Media Analysis
5. Multimedia & other Technologies

#### **D. LEARNING OUTCOMES (General)**

1. identify the elements which contribute to an oppressive situation.
2. develop an awareness of the existence of oppression.
3. understand the concept of multiple worldviews.
4. understand the definitions of cultural institutions.
5. understand the oppressive and non-oppressive.
6. develop practical strategies for the class room.
7. develop strategies for working with families and the community.
8. identify some of the advantages and disadvantages of being in an oppressor role.
9. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning.
10. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
11. understand how to recognize and deal with dehumanizing biases , discrimination, prejudices, and institutional and personal racism and sexism.
12. understand the contributions and lifestyles of the various racial, cultural and economic groups in our society.
13. understand the cultural content, worldview, and concepts that comprise Minnesota-based American Indian tribal government, history language and culture.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted