



U990-465: Human Relations in Education

Course Format: Online

Course Facilitator: Kent Koppelman, Ph.D.

Course Author/s: Kent Koppelman, Ph.D.

Course credits: 3

Pre/Corequisites: None; Appropriate for third-year or higher college or graduate student.

Course Description: Human differences and interactions, with special attention to diverse cultural, ethnic, and other minority group identifications. You will examine myths and misperceptions that foster prejudicial attitudes, and the effect of prejudice on expectations for people perceived as different. You will study how membership in various social groups affects identity and opportunity, and about cultural pluralism and the role of education and other institutions in promoting it.

Required Course Materials

- Koppelman, Kent. *Values in the Key of Life: Making Harmony in the Human Community*. Baywood Publishing, 2000.
- Koppelman, Kent. *Perspectives on Human Differences: Selected Readings on Diversity in America*. Pearson, 2010.

Course Learning Objectives

- Understand the forces affecting interpersonal and intergroup relations, particularly those that affect our increasingly diverse nation and professional lives in education, law, nursing, social work, higher education, and other human service occupations.
- Become more knowledgeable about human relations in those helping professions named above to achieve a sense of trust and unity among diverse groups in our society.
- Learn how culture shapes attitudes and relationships.
- Examine their own values that have been shaped by family, education, and society and that affect how one feels about oneself and about people whose cultures and backgrounds are different from one's own. These values typically affect the development of prejudice and may cause one to discriminate, intentionally or unintentionally, when making decisions or carrying out actions related to people from other groups.

Course Overview

MODULE #	MODULE TOPIC	EVALUATED ACTIVITIES
1	Defining Terms and Ourselves: Language and Values	Written Assignments 1
2	Communication, Conflict, and Conflict Resolution	Written Assignments 2
3	Understanding Prejudice and Its Causes	Written Assignments 3
4	Nativism: The Paradox of Xenophobia in a Nation of Immigrants	Written Assignments 4
5	Religious Diversity: The Effort to Achieve Religious Freedom	Written Assignments 5
6	Multicultural America: The Logic of Advocating Pluralism in a Diverse Society	Written Assignments 6
7	Racism: The Legacy Lives On	Written Assignments 7
8	Sexism: Where the Personal Becomes Political	Written Assignments 8



9	Heterosexism: Transforming Homosexuality from Deviant to Different	Written Assignments 9
10	Classism: Myths and Misperceptions about Poverty	Written Assignments 10
11	Ableism: Disability Does Not Mean Inability	Written Assignments 11
12	Pluralism in School and Society: Creating Unity in a Diverse America	Written Assignments 12
		Final Exam or Final Paper

Evaluation Methods

Your final grade will be based on your performance on the following:

- 1) Written Assignments (70%).
- 2) Final Exam or Final Paper (30%)

Written Assignment (70%)

There are 12 required assignments, each with 7 to 8 short-answer, terminology, and activity questions based on the course materials and on students' own experience and opinions (7 required questions for a maximum grade of B, and 1 additional question necessary for an A grade on the assignment).

Final Exam or Final Paper (30%)

You will have two options for the culminating activity for this course: either an eight- to ten-page paper on implementing diversity content or an open-book final exam. You only need to complete one culminating activity option. You will be able to submit either culminating activity option only AFTER you have submitted the Unit 12 work.

- **Option 1: Implementing Diversity Content Paper**
The paper should be eight to ten pages in length and follow the conventions for a college paper (i.e., double-spaced, one-inch margins, etc.).
- **Option 2: Open Book Final Exam**
The first part of this exam will ask you to respond to nine out of fourteen questions with short (one or two paragraphs) responses. The second part of the exam requires you to analyze and identify the statements related to (a) rationalizations for prejudice or (b) the perceptions about ethnic diversity. Finally, in the third part of this exam you are asked to respond to two essay questions with a multipage essay for each one.

Grading Scale

The following grading scale is used to evaluate all course requirements and determine your final grade:

A = 93–100	B = 83–87.9	C = 70–77.9	D = 60–69.9
AB = 88–92.9	BC = 78–82.9		F = Below 60

Pass/Fail Option

Students who enroll in an Independent Learning (IL) course under the pass/fail option will receive a final grade of S in place of a final grade equivalent to an A, AB, B, BC, or C and a final grade of U in place of a final grade equivalent to a D or F.



Program Policies and Statements

Course Faculty Statement: The IL program enlists qualified UW faculty to develop and facilitate IL courses within their content area of expertise. There are two categories of IL faculty: Course Authors lead course development, and Course Facilitators support students enrolled in IL courses. Similar to course instructors, Course Facilitators evaluate and provide feedback on submitted coursework and respond to student inquiries regarding course content or evaluation.

Please note that, while typically occurring during summer months, Course Facilitator transitions can occur at any time even when students are in the process of completing an IL course. Students will be notified of any Course Facilitator changes via email and communication embedded in their online course. Our goal is to make Course Facilitator transitions as smooth as possible to avoid disrupting students in the process of completing a course.

Evaluation of Student Work Statement: Course Facilitators are committed to providing students with timely feedback of submitted work. Students should expect to receive feedback within 3 business days, exclusive of holidays. For example, if a student submits an assignment on Thursday, that student should expect to receive feedback on the assignment from a Course Facilitator by midnight on Tuesday of the following week. On occasion, a Course Facilitator may experience higher-than-usual volumes of submitted work from students enrolled in the course and may need additional time for evaluation. Course Facilitators will notify students of any anticipated delays via email and communication embedded in their online course. Students should reach out to our Student Services team at il@uwex.edu with any concerns regarding the timeliness of Course Facilitator feedback.

Student Work Submission Policy: Students are strongly encouraged to wait for Course Facilitator feedback on submitted work before proceeding in the course to ensure that their work aligns with expectations and to allow time for revisions, if needed. We therefore discourage students from submitting multiple items for feedback at once. Students who submit multiple items in the same day can expect to receive feedback on the first submission within 3 business days, exclusive of holidays. Remaining work will be evaluated in order of submission with an adjusted timeline. For example, if a student submits 3 written assignments on Tuesday, the student should expect to receive feedback on the first assignment on or before midnight on Friday, on the second assignment 3 business days after that, and on the third assignment 3 business days after that. Please note that opportunities for revision are at the discretion of the Course Facilitator.

Grade Appeals Policy: Students who wish to appeal an assignment, quiz, exam, or any other grade should follow the IL grade appeals policy:

1. Email a written statement, outlining your appeal and addressed to your Course Facilitator who assigned the grade, to our Student Services team at il@uwex.edu. If a disputed grade is the result of a clerical or computational error, the Program Manager of IL at UW-Extension may adjust the grade under appeal after consultation with the Academic Coordinator of the department responsible for facilitating your course. If the appeal falls outside of clerical or computational error, your Course Facilitator will respond to your appeal in writing (attached to an email) within 3 business days, exclusive of holidays.
2. If you are not satisfied with your Course Facilitator's response to your appeal, you may email a written statement of appeal to the Program Manager of IL at UW-Extension at il@uwex.edu. The Program Manager will refer the matter to a hearing committee, appointed by UW-Extension's Dean of Continuing Education, Outreach and E-Learning, as well as the academic dean of the UW institution having major responsibility for the IL course in question.



3. The hearing committee will request relevant information from the Course Facilitator in response to your appeal, including the grading criteria used. The hearing committee will then forward its decision, which will be final, to UW-Extension's Dean of Continuing Education, Outreach and E-Learning (or designee), who will share the decision with the Program Manager of IL and the Academic Coordinator of the department responsible for facilitation of your course. The Program Manager of IL will notify you of the final decision.

Course Pacing Statement: All IL courses offered by UW-Extension follow an asynchronous, self-paced model that affords students flexibility to enroll in courses at any time outside of traditional academic calendars and set their own learning schedule upon enrollment. Students have 12 months* from their course registration processing date to complete their course, with an option to extend in 3-month intervals up to a total of 18 months with approval and associated fees.

**Concurrently enrolled high school students who are taking an IL course to both meet a high school requirement and gain college credit or who are enrolled through Wisconsin's Youth Options program have a set deadline for course completion (typically 3 months).*

Course Pacing Recommendations: This course includes a pacing guide to support course completion within 3 months. Similar to a traditional on-campus course, each credit hour of an IL course correlates with class hours. Students are expected to put in 2 to 3 hours of work on the course per week for every class hour. For example, a 3-credit IL course would correspond to 9 to 12 hours per week over a 3-month period (3 hours of class time plus 6 to 9 hours of additional study time per week). Similarly, a 4-credit IL course would correspond to 12 to 16 hours per week over a 3-month period (4 hours of class time plus 8 to 12 hours of additional study time per week). Students aiming to complete this course at a slower pace can adjust the pacing guide accordingly (e.g., adjusting the weekly effort from 9 hours per week to 6 hours per week). Students aiming to complete this course at a quicker pace than the minimum course pace listed below must seek prior approval by submitting a written request to our Student Services team at il@uwex.edu. The Student Services team will collaborate with your Course Facilitator and respond to you within 3 business days with an approval or denial of your request, including next steps for you to follow.

- Minimum Course Pace: 3 months
- Maximum Course Pace: 18 months (includes two approved extensions and associated fees)

Course Sequence Policy: The Course Author(s) strategically designed this course to maximize student learning in alignment with course objectives. As such, students are strongly encouraged to proceed through the course and complete all requirements following the sequence in which they are presented. Course Facilitators will evaluate only those course requirements completed and submitted by the student.



Any skipped course requirement will earn a point value of 0 unless the student secures pre-approval from the Course Facilitator to complete the course requirement out of sequence.

For example, if a student skips a required course assignment from Module 4 and moves on to submit the next required course assignment from Module 5, the student earns a grade on the Module 5 assignment and earns a 0 on the Module 4 assignment.

Exam Policy: This course requires all students to complete the final exam online. Students receive one attempt on the final exam.



Final Grade Policy: Students may request and, upon approval, pay for extensions in 3-month intervals up to a total of 18 months from their original date of registration to secure additional time to complete outstanding course requirements. When an extension is granted, Course Facilitators will calculate final grades for these students upon expiration of the 15- or 18-month window or upon completion of the course, whichever happens first.



All students who enroll in an IL course and who do *not* submit a written request to our Student Services team for a withdrawal or for a transfer to another IL course during their initial 12-month period after registration will earn a final course grade based on all submitted course requirements.

Accessibility Statement: Students with documented disabilities have the right to request information and necessary accommodations from the University as stipulated in Section 504 of the Rehabilitation Act and in the Americans with Disabilities Act. Students interested in requesting academic accommodations must contact our Student Services team at il@uwex.edu or 1-877-UW-LEARN (895-3276) to begin the application process. Please be advised that the eligibility determination process and, upon approval, implementation of accommodations could take several weeks. It is important for students to be proactive and initiate the process early in order to ensure that accommodations are in place by the time they will be needed.

Academic Integrity Statement: Academic integrity is critical to the mission of the UW-Extension and the IL program. Students are expected to be independently familiar with [University of Wisconsin System's Student Academic Disciplinary Procedures](#) and to recognize that their work in the course is to be their own original work that truthfully represents the time and effort applied. Violations are most serious and will be handled in a manner that fully represents the extent of the law and that suits the seriousness of its violation.