

FCS 166 The Family: Continuing Concerns Summer 2022 On-line May 23 – June 10, 2022

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Office Hours: By appointment through Zoom – use this link: [My Office Hours – Select a Meeting Day & Time](#)
This is an opportunity to connect with me, ask clarifying questions, and find support 😊

Texts:

Cherlin, A. J. (2021). *Public and private families* (9th ed.). McGraw-Hill.

Course Description: This course will examine research, theory and family policy that relates to complex concerns families face over time.

Introduction and Learning Objectives:

This on-line course is organized into **6 learning modules** with textbook and other readings, some include power point presentations, and videos. Each module is allocated a set time however you may work ahead should you choose. **There are due dates!** I have organized the materials slightly different from what the required textbook author uses and am not covering all of the texts chapters as you will note in the Module Structure included in this syllabus. You will also see the assigned modules on Canvas with the related materials included.

Learning objectives

Through active engagement, completion of assignments and exams:

- Students will be able to define what makes a family.
- Students will reflect (through writing) on the factors (race, culture, social class, gender roles and family structure) that make families different and similar. *(aligns with USD LO1- describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc)*
- Students will be able to explain family diversity in structure, culture and inequalities as it links to social policy. *(aligns with SS LO2- students will be able to examine and explain how social, cultural, or political institutions influence individuals or groups and USD LO2 - explain how individuals or groups in the United States have responded to the experience of discrimination and inequality)*
- Students will be able to examine an issue, analyze its implications, and formulate a position. *(aligns with USD LO3 - demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States)*
- Students will be able to identify and apply different sociological theory and research methods used to investigate complex family issues. *(aligns with SS LO1- students will be able to explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.)*

Workload Expectation

The University of Wisconsin System defines the course workload (i.e., reading, watching videos, attending class, discussing, studying) for the average student for 3 credit undergraduate class at 9 hours per week during a 15 week academic semester, not including the final exam period. Note this expectation is for the average student getting an average grade. **The on-line format may make this class feel faster and a more intense learning experience. As you are taking the course over an abbreviated 3 week period, each day basically equates to one week during a semester.** It is my hope that the way the class is set up will assist you in learning the information. Compared to a traditional classroom, an on-line class requires greater self-motivation and discipline and may have more reading/writing assignments.

Exams:

There are 4 tests dispersed throughout the modules. They are active and are timed (180 minutes) so once you start a test you will have 180 minutes to complete and submit it. Each test has 25 questions worth 50 points. Each test covers 2-3 chapters with the questions separated by chapter. While the tests are dispersed throughout the modules, you may take them at any time during the class as long as they are completed by **June 10 at 11:59 PM.** In accordance with the Americans with Disabilities Act of 1990, students who need special accommodations should contact the instructor.

Written Work:

When responding to assignments within the modules please use proper sentence structure and grammar. **BE COMPLETE IN YOUR RESPONSES. Support your statements with evidence from the text and video. Explain how the topic relates to your experiences and/or current situation.** Please proof your assignments prior to submitting them checking for common spelling and punctuation errors. When responding you do not need to include the questions. Please utilize the reflection rubric.

Grading Plan:

Assignments:

Module Reflections	40%
On-line Discussion	15%
Policy Letter to Legislature	15%
Tests	30%

Grade/Percentage

A	94-100%	B	83-86	C	74-76	D	60-66
A-	90-93	B-	80-82	C-	70-73	F	< 60
B+	87-89	C+	77-79	D+	67-69		

Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade.

Canvas:

This class uses Canvas, UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in assignments. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Expected Instructor Response Times:

I will attempt to respond to student e-mails within 24 hours. If you have not received a reply within 24 hours, please resend your e-mail.

If the question is not confidential or personal in nature and is a general course question, please post to the Course Q & A Discussion forum. I will post answers to all general questions there so that all students may view.

I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Student Expectations:

In this course you will be expected to complete the following types of tasks

- Read documents online
- View online videos
- Participate in online discussions (Review Netiquette Guidelines, pg. 8 of syllabus)
- Communicate via e-mail
- Download and upload documents to the LMS
- Keep information confidential - Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.
- I acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and marginalization. My commitment to you as your instructor is to minimize systemic forces of marginalization in the classroom in efforts to create a safe learning environment for all of us. I ask that you join me in this commitment to foster respect for one another, enhance solidarity, and build community.

Late Work Policy:

Students have a duty to themselves and their peers to engage, in a timely manner, in completing individual and small group work, or providing feedback to peers. The expectation for students in the management of their learning and "deliverables" of this course is to negotiate in advance, with the instructor, as soon as it becomes apparent that deadlines are not achievable. Students may negotiate no more than two (2) deadlines over the term. Deadlines that are not negotiated in advance, or go beyond the 2nd negotiation will result in reduced credit. **Late work will not be accepted after June 10.**

Understand When You May Drop This Course:

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.









Changes in Syllabus: **A tentative course syllabus is provided.

I reserve the right to make changes regarding any of the above requirements in order to enhance the quality of student learning. I also reserve the right to modify the course outline to cover material adequately; show newly discovered videos, or any other reason which may require such an adjustment.

FCS 166: tentative Course Schedule







May 23 & 24 Monday & Tuesday

Mod I

-  Read through the Syllabus
-  Read Chapter 1 – Public and Private Families & Chapter 2- The History of the Family in the text- Public and Private Families by Cherlin
-  Watch video Family of Us (26:39) <https://wisconsin.pbslearningmedia.org/resource/family-of-us-group-video-gallery/american-portrait-family-of-us-gallery/>
-  Participate in On-line Discussion for Week 1
 - "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessing of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America." - Preamble
 -  Access the Constitution and its Amendments at: <https://constitutioncenter.org/interactive-constitution/full-text>
 -  Watch video Intersectionality 101 at: <https://www.youtube.com/watch?v=w6dnj2lyjE>
 - How does one's identity influence the definition of "We"? How have "We the People" changed in the United States since 1787? What portions of the Constitution and its Amendments address family concerns and in what way? Should additional Amendments be considered and why?
-  Complete the Chapter 1 & 2 assignment
-  Take test 1- Chapters 1&2

May 25 & 26 Wednesday & Thursday









Mod II

-  Read Chapter 3-Gender and Families in the text
-  Read the article- *Two Spirits, One Struggle: The Front Lines of Being First Nations and Gay*.
-  View videos Kuma Hina- A Place in the Middle and TEDX Talk-Toilets, Bowties, Gender and Me
-  Watch video "Pink for Boys and Blue for Girls" at <https://www.facebook.com/originofeverythingpbs/videos/330862337401115/>
-  Complete the assignment Gender Matters
-  Consider policy issue for letter to legislature

Friday, May 27 11:59PM assignments for Modules I & II are due to the drop box












May 30 & 31 Monday & Tuesday

Mod III

-  Read Chapter 6-Sexualities in the text
-  Read Debate- Issue # 6- Should “Abstinence- Until Marriage” Be the Only Message for Teens?
-  Read the Time article by Laurie Halse Anderson at: https://time.com/5503804/ive-talked-with-teenage-boys-about-sexual-assault-for-20-years-this-is-what-they-still-dont-know/?utm_source=emailshare&utm_medium=email&utm_campaign=email-share-article&utm_content=20200106
-  Read the article at: https://www.huffpost.com/entry/your-spouses-love-language_n_5a580310e4b0720dc4c5ab71
-  Read the Debate – Issue Are There “Male” and “Female” Brains
-  Watch videos (6 segments) *Mars, Venus or Planet Earth?: Women & Men in a New Millennium*; a lecture- On Gender by Michael Kimmel
-  Complete the assignment Mars, Venus, or Planet Earth
-  Take test 2- Chapters 3 & 6

June 1 & 2 Wednesday & Thursday








Mod IV

-  Read Chapter 4-Social class and Family Inequality in the text
-  Read Chapter 8 – Work and Families in the text
-  View – *Poor Kids*
-  View - *Two American Families*
-  Read Poverty causes and effects and PPT-Impact of Poverty on School-Age Children
-  Participate in the On-line Discussion for Week 2
 -  Watch <https://www.youtube.com/watch?v=VJR657hiYus> (2 min 11 sec)
 -  View <https://m.facebook.com/watch/?v=2997020070344226> (4 min 26 sec)
 -  Read the article at: <https://www.cbsnews.com/news/where-americans-are-going-hungry/?ftag=CNM-00-10aac3>
 - Share your reaction. Should programs be expanded, reduced, or eliminated? Which assistance programs, if any, should receive funding priority?
 - What could be done to remove the stigma and misconceptions surrounding public assistance programs? How can we eliminate shaming those who access available funding?
-  Complete the Poverty assignment
-  Research issue for policy letter to legislature

June 3, Friday @ 11:59PM assignments for Mods III & IV are due to the drop box











June 6 & 7 Monday & Tuesday

Mod V

-  Read Chapter 9-Children and Parents in the text
-  Read article – Gay Throuple Makes History <https://scoop.upworthy.com/gay-throuple-makes-history-first-polyamorous-family-list-three-parents-birth-certificate?fbclid=IwAR2hilVrPXgsLMUF0I3yftt&v5m1AsZ1Dxu3mhPVRA6HRBDdkqDokXPQtPA>
-  Read Debates: issue #11- “Should Same Sex Couples be allowed to Legally Marry” and Issue- “Should Same-sex Adoption Be Legal?”
-  Read NCFR Policy Brief – LGBTQ+ Parents and Their Children
-  View- *Our House*
-  Complete the Our House assignment
-  Complete Test 3 – Chapters 4, 8 & 9

June 8 & 9 Wednesday & Thursday

Mod VI

-  Read Chapter 7-Cohabitation and Marriage in the text
-  Read Chapter 12-Union Dissolution and Repartnering in the text
-  Read Debate issue #3- “Does Divorce Create Long-Term Negative Effects for Children?”
-  Participate in the On-line Discussion for Week 3
 - "Knowing is not enough; we must apply. Willing is not enough; we must do." - Johann Wolfgang von Goethe
 - "Activists today have to know the law, we have to know history, we have to know the Constitution, because fundamentally these are the things that we are pushing for change on" - from Amend: The Fight for America on Netflix
 -  Review the section "Family Policy Advocacy Resources."
 -  Read Chapter 14-The Family, the State, and Social Policy and read the article “We the People: Renewing Commitment to Civic Engagement”
 - What role can individuals have in advocating for family policy? What evidence has emerged to support the rationale that policymaking should aim to strengthen families? What issues have been a focus of policymaking in the last decade? What issues do you believe should be the focus going forward?
-  Watch video-Split: Divorce Through Kids’ Eyes (30 min 31 sec)
-  Complete the Divorce & Step-parenting assignment
-  Take test 4- Chapters 7, 12, & 14
-  Write final draft of policy letter to legislature

Complete remaining assignments and turn in by 11:59 PM Friday, June 10
Complete all remaining tests by Friday, June 10 at 11:59 PM

Resource List

- Anderson, C. (2004). *Family and community policy: Strategies for civic engagement*. Goodheart-Willcox
- Dyson, D. (2020). *Taking sides: Family and personal relationships*. (11th ed.) McGraw-Hill Education.
- Bogenschneider, K. (2006). *Family policy matters: how policymaking affects families and what professionals can do*. (2nd ed.) CRC Press.
- Bogenschneider, K. (2000). Has family policy come of age? A decade review of the state of U.S. family policy in the 1990s. *Journal of Marriage and the Family*, 62(4), 1136-1159.
- Joseph, J. (March 9, 2021). Gay throuple makes history as the first polyamorous family to list three fathers on birth certificate Retrieved from:
<https://scoop.upworthy.com/gay-throuple-makes-history-first-polyamorous-family-list-three-parents-birth-certificate?fbclid=IwAR2hilVrPXgsLMUF0I3yftt8v5m1AsZ1Dxu3mhPVRA6HRBDdkqDokXPQtPA>
- Kamerman, S. B., & Kahn, A. J. (2001). Child and family policies in an era of social policy retrenchment and restructuring. In T. Smeeding & Koen Vleminckx (Eds.), *Child well-being and poverty: Policy in modern nations* (p.501-525). The Policy Press.
- Klassen, K. (2014). Two spirits, one struggle:The front lines of being First Nations and gay. Vancouver Westender. Retrieved from: <http://www.westender.com/news-issues/two-spirits-one-struggle-the-front-lines-of-being-first-nations-and-gay-1.1269015#sthash.IAhaUzME.dpuf>
- NCFR. (2000). *Public policy through a family lens: sustaining families in the 21st century*. National Council on Family Relations
- Patterson, C.J., Farr, R. H., & Goldberg, A. E. (2021). *LBGTQ+ parents and their children policy brief*. National Council on Family Relations.
- Schroeder, E. (2006). *Taking sides: Family and personal relationships*. (7th ed.). McGraw-Hill/Dushkin.
- Schroeder, E. (2020). *Taking sides: Gender*. (9th ed.) McGraw-Hill Education.
- Wisensale, S. (2001). *Family leave policy: The political economy of work and family in America* (p. 29-51). M. E. Sharpe.

Video/DVD

- Bruno, E. (2013). *Split: a film for kids of divorce (and their parents)*. Kanopy. Retrieved from, <https://uwsp.kanopy.com/video/split-divorce-through-kids-eyes>
- Hamer, D. (2014). *A place in the middle*. Kanopy. Retrieved from, <http://uwsp.kanopystreaming.com/video/expanding-gender-youth-out-front>
- Jhally, S. (2009). *The codes of gender: Identity + performance in pop culture*. Media Education Foundation.
- Kimmel, M. (2008). *Mars, Venus or planet Earth?: Women & men in a new millennium*. Media Education Foundation.
- Moyers, B. Hughes, K. (Director). (2013). *Two American Families* [Video file]. PBS. Kanopy. Retrieved from <https://uwsp.kanopy.com/video/frontlinetwo-american-families>
- Neumann, J. (Director). (2012). *Poor Kids* [Video file]. PBS. Kanopy. Retrieved from <https://uwsp.kanopy.com/video/frontline-poor-kids>
- Spadola, M. (1999). *Our house*. The Cinema Guild.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Other Campus Policies:

Attendance

Attend all your classes regularly. We do not have a system of permitted "cuts." If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.

During the first eight days of the regular 16-week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

* If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.

* If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

* If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- * If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- * If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service - As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation- It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- * There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and you have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.

Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential. Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement. You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Resources Available

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP).

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault>

Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

Disability and Accommodations

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Honest intellectual work – on examinations and on assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course

is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>. You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture

materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Emergency Procedures

See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms). In the event of a medical emergency call 9-1-1 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Enhancement Center (HEC). Notify instructor or emergency command personnel of any missing individuals.

Use of Course Materials and Recordings

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