

Medicine in World History (History 206) Spring 2023 Semester Syllabus

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

This syllabus was last updated 1/22/2023 3:56 PM

USING THIS DOCUMENT

This document was developed using Styles for both navigation and Accessibility reasons. An easy way to navigate this document is to turn on the Navigation Pane. To turn on the Navigation Pane in Word, click View and check the box next to Navigation Pane, then click the heading of the section you wish to view to navigate directly to that section.

*You may have to download the document to the desktop Word App for this to function properly.

COURSE INFORMATION

Instructor Information

Instructor: Edgar Francis

Office: CCC 0474

Office Hours: Mondays 3:30-4:30 in CCC 474, Wednesdays 3:30-4:30 in CCC 474
Fridays 12:30-1:30 in Hansen Hall Lobby.

E-mail: efrancis@uwsp.edu

Course Information

Course Description:

Through a set of case studies illustrating interactions between medicine, public health, and broader historical forces, students will develop their understanding of the history of medicine in its broader context and develop their skills in critical and empathetic thinking.

Credits: 3

GEP: Historical Perspectives, Global Awareness

Expected Instructor Response Times

- I will attempt to respond to student emails within 24 hours, Monday through Friday. If you have not received a reply from me within 24 hours during those times please resend your email.
- I will attempt to reply to and assess student discussion posts within 96 hours of discussions closing.
- Longer written assignments may take up to three weeks for me to read and assess.

Communicate with your Instructor

Please reach out to me to ask questions about the course and to help me know you better as an individual. As you will find, building rapport and effective relationships are key to becoming an effective professional. The best ways to contact me are to ask questions in Canvas Discussions, meet me during my office hours, or sent me an email (roughly in that order).

Canvas Discussions

If you have general questions about the course or about course content, or you just want to chat, please contact me through the “Professor’s Office” discussion forum on Canvas. If you have a question, there’s a good chance several other students have it too! I check the Discussion Boards at least once a day, Monday through Friday. I will usually respond to any question within “one business day,” even if I do not have a definitive answer.

Office Hours

At the times listed on the first page of the syllabus, I will be available for office hours in Hansen Hall or in my office (CCC 474). I have set aside those times to meet with students, and I welcome your visits—whether virtual or face-to-face. If you need to meet at another time or you prefer to meet by Zoom, please contact me so we can schedule an appointment.

Email and Canvas Inbox.

Check your UWSP email account regularly (e.g., spointer@uwsp.edu). I check my campus email account (efrancis@uwsp.edu) at least once a day, Monday through Friday. I may also communicate with you using the Canvas Inbox.

Textbook & Course Materials (Bibliography)

Rental Text

There is no rental text for the course.

Required Purchase Texts

The following two books are required purchases. You must purchase the following books in order to complete the work for this course:

Furtado, Peter, ed. *Plague, Pestilence and Pandemic : Voices from History*. Thames & Hudson, 2021.

Wempe, Sean Andrew. *Chronic Disparities: Public Health in Historical Perspective*. Oxford University Press, 2022.

Recommended Purchase Text

The following book is a recommended purchase book for this class. It is not required, but you will find it helpful in completing the writing assignments for this class. It is the same book used in for English 101 and English 202 at UWSP.

Hacker, Diana and Nancy Sommers. *Rules for Writers*. 10th ed. Bedford/St. Marten’s, 2022.

You may purchase these books wherever you wish, either as hardcopy books or e-books. Other materials will be provided for free through Canvas.

Readings Available through Canvas

Reacting to the Past Gamebook

The following manuscript will be the basis of our Reacting to the Past exercise for the first several weeks of the class:

Curry, Amy. *1349: Plague Comes to Norwich: A Reacting to the Past Game in Development*.
January 2022. *Microsoft Word* file.

I have posted the manuscript as a Word document on Canvas. It is available at no charge.

Other Canvas Materials

I will also post additional required readings and media on Canvas as necessary. These will sometimes be called “e-reserves.” These materials will always be available free of charge.

Course Learning Outcomes (HIST 206)

1. Use primary sources as evidence to answer questions about the history of medicine.
2. Describe differences among interpretations of events in the history of medicine.
3. Analyze institutional and cultural changes in public health practices and medicine in one or more human societies over time.
4. Identify approaches to health, healing, medicine, or disease which differ from those in modern English-speaking cultures.
5. Analyze key forces that contributed to global interconnectedness
6. Analyze the implications of global interconnectedness for the history of medicine.
7. Demonstrate curiosity and empathetic insight about diverse cultural perspectives
8. Compose an articulate, thoughtful, grammatically correct, and logically organized historical research paper with properly documented and supported ideas, evidence, and information suitable for undergraduate historical research.

This course carries credit for the “Historical Perspectives” and “Global Awareness” categories in the UWSP General Education Program (GEP). As listed below, the course learning outcomes (CLO’s) are based on those outcomes:

Course Learning Outcomes (CLO) Medicine in World History (HIST 206)	GEP Learning Outcomes
	Historical Perspectives
1. Use primary sources as evidence to answer questions about the history of medicine.	1. Use primary sources as evidence to answer questions about historical change.

2. Describe differences among interpretations of events in the history of medicine.	2. Describe differences among interpretations of the past.
3. Analyze institutional and cultural changes in public health practices and medicine in one or more human societies over time.	3. Analyze institutional and cultural changes in one or more human societies over time.
	Global Awareness
4. Identify approaches to health, healing, medicine, or disease which differ from those in modern English-speaking cultures.	1. Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
5. Analyze key forces that contributed to global interconnectedness	2. Analyze key forces or processes that contribute to global interconnectedness, and their implications.
6. Analyze the implications of global interconnectedness for the history of medicine.	2. Analyze key forces or processes that contribute to global interconnectedness, and their implications.
7. Demonstrate curiosity and empathetic insight about diverse cultural perspectives	3. Demonstrate curiosity and empathetic insight about diverse cultural perspectives.
	Written Communication
8. Compose an articulate, thoughtful, grammatically correct, and logically organized historical research paper with properly documented and supported ideas, evidence, and information suitable for undergraduate historical research.	1. Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.

You will meet the outcomes listed above through a combination of the following activities in this course:

- Completing periodic Canvas reading quizzes
- Participating regularly in Canvas discussions
- Writing two independent research papers
- Completing three online exams
- Participating in a roleplaying exercise set in England during the Black Death.

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to log in 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.

Topic Outline/Schedule

Below is a rough schedule of deadlines for modules in this class. **Important Note:** Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail

within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

Week 01

Wed., 01/25/23

- Module 01 Welcome to Class!

Week 02

Mon., 01/30/23

- Module 02 Class Themes and Approaches

Wed., 02/01/23

- Module 03. RTTP. Historical Background for 1349: Plague Comes to Norwich.

Week 03

Mon., 02/06/23

- Module 04. Research and Citation Practice

Week 04

Mon., 02/13/23

- Module 05. Reacting to the Past (RTTP).
"1349: Plague Comes to Norwich."
Introduction to the Game and Primary Sources.

Wed., 02/15/23

- Module 06. Reacting to the Past (RTTP). Issue 1: Meeting Space

Week 05

Mon., 02/20/23

- Module 07. RTTP. Issue 2: Closing the Gates

Wed., 02/22/23

- Module 08. RTTP Issue 3. Quarantine

Week 06

Mond. 02/27/23

- Module 09. RTTP. Issue 4: Cleaning Up the City

Wed., 03/01/23

- Module 10. RTTP. Issue 5: Religious Responses to the Plague

Week 07

Mon., 03/06/23

- Module 11. RTTP. Issue 6: Burial of the Dead

Wed., 03/08/23

- Module 12. RTTP Postmortem #1: The game and “What Really Happened”

Week 08

Mon., 03/13/23

- Module 13. RTTP Plague Postmortem—in Norwich, Europe, and the World

Wed., 03/15/23

- Module 14. Assessment: Exam and Paper

Spring Break, 03/18/23-03/26/23

Week 09

Mon., 03/27/23

- Module 15. Smallpox: Introduction to the New World

Week 10

Mon., 04/03/23

- Module 16. Smallpox: Variolation and Vaccination

Week 11

Mon., 04/10/23

- Module 17. The Paris School of Medicine

Week 12

Mon., 04/17/23

- Module 18. Cholera in the Era of the Sanitary Movement

Week 13

Mon., 04/24/23

- Module 19. Cholera in the Era of Germ Theory

Week 14

Mon. 05/01/23

- Module 20. HIV/AIDS: History of the Disease in the United States

Week 15

Mon., 05/08/23

- Module 21. AIDS Case Studies from Sub-Saharan Africa

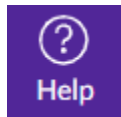
Student Expectations

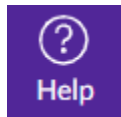
In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to Canvas to submit an assignment

TECHNOLOGY

Canvas Support



Click on the  in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Course Technology Requirements

View this website to see [minimum recommended computer and internet configurations for Canvas](#).

You will also need a stable internet connection to complete work in this class. Do not rely on cellular data.

Please keep in mind that I have designed the course Canvas pages using the web browser interface. In particular, the university recommends accessing Canvas using Google Chrome or the Firefox browser. I cannot guarantee how this material will present in the phone or tablet app.

Honorlock (Online Exam Proctoring)

I will not use Honorlock online exam proctoring for this class. All quizzes and exams will be “open book.” Please see the study guides for these assignments for more information.

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

Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - o IT Service Desk Phone: 715-346-4357 (HELP)
 - o IT Service Desk Email: techhelp@uwsp.edu

GRADING POLICIES

Completing Assignments

You must submit all assignments for this course electronically through Canvas unless otherwise instructed. Pay close attention to due dates and times. **Some assignments are due before 11:59 PM.** (I will set some deadlines before 11:59 PM so that Canvas will display assignments in a given order.)

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Once an assignment is available in Canvas, you are welcome to submit that assignment before the deadline.

Graded Course Activities

Click the **Grades** link in Canvas to access the gradebook and view feedback from your instructor. Click the **Syllabus** link to see a chronological listing of assignments. Overall assignments and accompanying points are listed below:

Assignment	Total Points
Participation (ca. 20 @ 10 points each)	200 (ca. 10%)
Quizzes (ca. 20 @ 10 points each)	200 (ca. 10%)
EXAMS	
Preliminary Exam	400 (ca. 19%)
Final Exam	400 (ca. 19%)
WRITING ASSIGNMENTS	
R.T.T.P. Paper	400 (ca. 19%)
R.T.T.P. Speech	100 (ca. 5%)
Final Paper	400 (ca. 19%)
TOTAL POINTS POSSIBLE	1400 (100%)

Assignment Descriptions

Participation

I will create discussions in Canvas for each module. Participation in these discussions will help you develop and express your ideas and will form part of your grade. You will need to submit one original post and one response to each discussion. I will provide guidelines for each discussion, along with a rubric. Since each discussion is paired with a particular module, it is possible you will be responsible for more than one discussion in a given week. Check the schedule and "To Do" list in Canvas.

Quizzes

I will create a reading quiz for assigned materials from each module. In most cases, there will be one quiz for each module. Some modules may have more than one quiz. Due to both of these factors, it is possible you will be responsible for two or more quizzes in any given week. Check the schedule and “To Do” list in Canvas.

Exams

There will be two exams in this course. Both will be objective exams administered using the Canvas quizzing tool. Exams will be timed and will only be available for a brief period. All students will be allowed only **one** attempt on each exam. All exams will be “open book.” **You must complete each exam on your own without assistance from classmates or anybody else.** I will publish study guides in advance of the exams. The second exam will not be cumulative as such. However, material you learn for the second exam will build on what you have learned previously, so in that way you will be responsible for what you have learned earlier.

Writing Assignments

Reacting to the Past (RTTP). “1349: Plague Comes to Norwich”

Approximately five weeks of our class will be occupied with a role-playing exercise, *1349: The Plague Comes to Norwich*. In this exercise, students will take the role of community leaders in a medieval English city facing the Plague in 1349.

RTTP Paper

All students must write a research paper based on the Reacting to the Past exercise, *1349: Plague Comes to Norwich* advocating a particular course of action in the game. The topic of the paper will depend on your role in the game.

RTTP “Speech”

In addition to your paper, you must also argue for your proposal in the Canvas discussion relevant for your topic. This is in addition to your regular participation in the Canvas discussions for Reacting to the Past. (You will not be required to deliver an audio or video speech.)

Final Paper

All students must select a second topic for a paper from among 2-3 topics relevant to material in the second half of the semester. I will provide a list of possible topics, including:

- The development of scientific medicine
- The role of medicine and disease in European conquest of the Americas and in European imperialism
- The HIV/AIDS pandemic in the late twentieth century.

Missed Work/Late Work Policy

If you fail to submit or complete an assignment, you will earn a zero (0) as your grade on that assignment. This may have a significant impact on your grade.

I will accept late submissions of most assignments. There is one important exception: To preserve academic integrity, exams must be taken at the time listed except in truly exceptional circumstances. All work submitted after the deadline is subject to a penalty of **-5% per day late** (or portion thereof). In

most cases, this will be administered automatically by Canvas.

In certain circumstances, I am willing to waive or reduce late penalties if you are unable to complete work on time due to circumstances beyond your control such as illness, approved university activities (e.g., sports), military duty, duty as a first responder, religious obligation, or personal emergency (including failure of Canvas, but not necessarily the failure of your own computer equipment).

If you believe you will need an extension on an assignment, contact me as soon as possible. When possible (e.g., upcoming religious holidays or scheduled military deployment), contact me before the deadline. The earlier you contact me, the easier it is for me to arrange for some kind of accommodation.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
F	0-62.99%

Participation and Missed Assignments

Students are expected to participate in all online activities as listed on the course calendar. As noted above, regular participation in Canvas discussions will be a part of your grade. As noted above, if you fail to submit or complete an assignment, you will earn a zero (0) as your grade on that assignment.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Canvas will grade some materials automatically. I will attempt to grade discussion posts within 72 hours.

I will attempt to grade longer writing assignments within three weeks.

OTHER POLICIES

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](#).

Academic Honesty Policy & Procedures

Students who commit any form of academic dishonesty in this class will be given a "0" (zero) grade for the relevant assignment. Further penalties can range from a lowered grade in the class (up to and including failing the class) to suspension or expulsion from the University.

Academic dishonesty includes (but is not limited to):

- plagiarism.*
- cheating on exams
- providing false information on official documentation (e.g., making false claims on assignments about research materials used, signing others in for attendance, or giving false excuses to make up work)
- presenting the same piece of work for credit in two different classes without prior permission

*NOTE: If any student submits any work composed by an artificial intelligence (AI) tool such as ChatGPT, I will consider that a form of plagiarism and I will respond accordingly.

I have reproduced the UWSP policies on academic misconduct below:

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

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.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Confidentiality

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.

Copyright infringement

This 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](#).

Dropping UWSP Courses

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.

Drug Free Schools and Communities Act

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](#)

Emergency Procedures

- In the event of a **medical emergency call 9-1-1**. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure. 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 **fire alarm, evacuate the building** in a calm manner.
- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
- See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point."

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#).

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.

Lecture materials and recordings for the class “Medicine in World History” 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.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 234 Collins Classroom Center (CCC), ext 3568	Academic and Career Advising Center, 209 Collins Classroom Center (CCC), ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

Inclusivity Statement

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 using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

(Adapted from a statement by Lynn Hernandez, Brown University)

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student has completed at least two-thirds of all assigned work. All incomplete course assignments must be completed by the end of the following semester.

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.

Netiquette in Online Discussions

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/>

Netiquette in Email and Other Private Communication

Follow these tips to get the best response to your email:

- Include a relevant subject heading.
- In the subject heading or the body, identify which class and which section you have with me.
- In the body of the message, identify yourself with your full name.
- Use appropriate terms of address. I prefer to be addressed as “Dr. Francis” or “Professor Francis.”

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.

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. For more information see the [Title IX page](#).