**Why Study Intimate Relationships and Family Life?**

In sociology, “the family” is both a key institution and a location where social rules and practices are communicated, endorsed, and, sometimes, critiqued by members of society. It’s an important area of social studies for this reason. The course title alludes to the fact that the family, as a social institution, is defined by “blood,” as in blood ties or biological relationships, as well as “sex,” as a basis for sanctioning (or not) physical intimacy, and also as a basis for determining which sexual combinations (e.g., same or opposite sex) in families are accepted by society. Historically, families were primarily economic institutions, and we will explore the role that economic resources (“money”) play in the formation and maintenance of families. Families are also a site for the creation and maintenance of power relations, a topic we will explore further in this class.

We will discuss and think more about theories and data that describe the influence of family on society and individuals, as well as societal and individual influences on families and intimate relationships. Family forms, family functions, and the relationships between social institutions and family life are all things we will read and think more about this semester.

A critical component of our discussions will be grappling with defining and understanding the concept of family--intimate relationships, marriage, and family life--as a social phenomenon. Sociologists also emphasize the diversity or similarity of family experiences across social class, gender, race and age structures so that the potential for change can be critically examined.

The overall goal of this course is to provide you with a basis for understanding family life and relationships, including your own, so that rational, constructive, and comprehensive approaches to contemporary family problems can be developed. Becoming more familiar with family history and forms, learning to assess theories and apply explanations to data that describe families and intimate relationships, identifying patterns of inequality, and defining and evaluating diverse intimate relationships are all points of focus in this class.
University Course Description
Examines the social forces that shape inequality within, and the formation and maintenance of, marriage and other intimate relationships across diverse groups. This course meets the UWM General Education Requirements (GER) for Social Science. It also meets the requirements for a Women’s Studies Cross-listed Course. Sociology 260 is cross-listed because sex and gender play essential roles in shaping experiences in intimate relationships and family life.

Course Prerequisite
Sophomore standing or a 100-level sociology course

About Your Instructor
Family sociology is one of my areas of special training. Both my research and teaching interests focus on social questions that intersect with contemporary family life. In particular, much of my research is focused on how paid employment influences family expectations, attitudes, and experiences and vice-versa. Prior to working as a professor, I worked in a private-sector consulting firm, where I applied social research methods to solve real-world problems. I also bring that experience to bear in all of my teaching. My central goal as your instructor is to excite you about the possibilities for learning and growth that studying sociological topics can foster and to demonstrate how applying sociological thinking can help address real-world problems.

As you might see in my photo, I am a White woman and this background invariably shapes the way I experience the world around me and filters through to my teaching. I am working hard to be more aware of how my own race, gender, sexuality and class background might influence my teaching and my interactions with others.

Required Books and Materials

The text is available through the UWM online bookstore and the publisher’s website. The ebook version costs $39.95.

All other required course materials will be available via the course website (Canvas).

Course Format & Organization
This course is taught using an asynchronous, fully online format. It is organized according to a weekly schedule (included at the end of this syllabus). Each week, I provide an overview of the material and outline what needs to be done. In a typical week, you will do some reading, watch a presentation video, and participate in discussion. Discussions will involve writing an initial post, a response post, and reading and replying to my summary comments. We will sometimes read articles or listen to podcasts outside the text. In those cases, I have created ways to access these materials through the website.

What Will You Learn? Why Does Learning Any of this Matter?
Obtaining a college education is mainly about broadening your perspective by opening you up to new ideas and new ways of thinking. This broad perspective is needed by employers and by nations. Both need people who can think critically about complex problems and work in
systematic ways to solve them.

However, few people can invest the time and money it takes to obtain a college degree without understanding how what they do during their college years will benefit them when they begin a professional career afterwards. The National Association of Colleges and Employers (NACE) conducts a survey of employers every year to understand what employers value in college graduates. Here is the list from the 2021 survey, which outlines the percent of employers agreeing that a particular attribute is important when looking to hire recent college graduates:

Social science courses like this one can help you develop all of these skills *and* provide you with examples of how one might apply them in a real-world way. By taking this course, you will be exposed to detailed information about:

1) the demographic, historical, and social factors that influence relationship and family formation, maintenance and dissolution;
2) how different social theories explain the need for families and their broader role in society;
3) how a variety of social contexts shape family experiences in ways that produce differences by sex, gender, race/ethnicity, and social class;
4) the interaction between individuals and society and its institutions;
5) the role that intimate relationships and families play in creating social change.

Many career professionals, such as teachers, social workers, health care providers, government employees at all levels, and managers across a range of industries, must understand the social barriers and opportunities that individuals embedded in different family forms face as well as how family diversity influences (and is influenced by) society. Social study of families, then, is part of a strong foundation for preparing for your role as engaged citizen and professional employee in a variety of industries/positions when you leave UWM.

This course will also present opportunities to further develop the following core skills that are valued by employers and that can be applied across a range of industries and careers:

1) **Teamwork Skills.** As a member of a diverse classroom community, you will be engaging with
others to discuss, react, and critique information that is both complex and that can be controversial. Doing this well requires the types of interpersonal skills that are needed to work effectively in team-based environments.

2) **Problem-Solving Skills.** In the context of this class, you will be asked to think about problems and their solutions in multiple ways, seek information from a variety of sources, and make recommendations about how critical problems facing families might be addressed;

3) **Analytical Skills:** You will also be asked to synthesize and integrate information from a variety of sources (both text and numbers), pose questions that follow from existing research, link individual life experiences to course concepts, and systematically formulate and communicate conclusions to others;

4) **Written Communication Skills:** Our fully online environment will require you to summarize and critique conclusions from family research through effective written communication to classmates;

5) **Initiative and Leadership Skills.** Classroom leaders emerge in every class I teach. These are students that take the lead in discussions, that pose interesting questions in their assignments, and that initiate interactions with their peers and with the instructor. Every class you take at UWM is an opportunity to cultivate your ability to initiate and lead in a group setting;

6) **Flexibility, Adaptability, and Work Ethic.** Your consistent work throughout the semester is evidence of your work ethic, as well as your ability to be flexible and adapt as you juggle multiple courses along with your other responsibilities.

7) **Understanding/Appreciation of Diversity:** Cultivating a deeper understanding of the social mechanisms and settings that foster diverse identities and experiences is critical in today’s world. Sociology courses like this one make such investigations a core goal of the course.

* These learning objectives and skill development goals meet university-wide General Education Requirements 1, 2, 3, & 5 detailed in “Social Sciences Distribution GER learning outcomes” (Rev. 2012);

**COURSE REQUIREMENTS AND GRADES**

**Course Workload**
The UW System notes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4). This means that a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. In this course, you will spend about 9 hours each week engaged in course activities, including the time you take to read through course materials, prepare for and engage in discussions, and complete assignments and exams.

**Course Activities & Assessment**

1) **Goals Exercise.** We begin the semester with a short exercise designed to have you reflect on your goals and intentions for this course. This exercise will be integrated into your final portfolio (described below). Your completion of this exercise is worth 5% of your final course grade. Please see the online instructions for more details about this assignment and its due date.

* Rationale: the ability to set goals and outline strategies for meeting them is a skill of lifelong
learning. This is also a skill that transfers to any number of professional work settings. Being intentional about why you are doing what you are doing and setting expectations about how participating in an activity will lead to specific outcomes also fosters greater success. This assignment will help you develop and practice this important skill.

2) **Weekly Online Discussion.** High-quality participation in online weekly discussions is a central element of the course and an important place to learn. These discussions will engage ideas in that week’s reading and will include your analysis of course material and incorporate reactions to others’ posts. More information about this activity is available in the “Creating Effective Posts for Online Discussion” handout. Your participation in all online discussions is worth 30% of your final course grade. **Your two lowest-scoring posts (initial or response) are dropped from your final discussion grade.**

*Rationale:* Research on teaching and learning demonstrates that short, regular opportunities to apply what you are reading and learning are one of the best ways to build knowledge and skills. Sufficient engagement in discussion should allow you to further strengthen all of the transferable skills described in the previous section.

3) **Professional Memo.** The professional memo is a shorter writing assignment in which you will draw on sociological information to address a real-world problem. This assignment is a chance to think more comprehensively about how some of the different topics we have covered so far work together. What is the bigger picture starting to look like, drawing upon concepts and ideas from multiple weeks of the course? Your professional memo will be integrated into your final course portfolio (described below). More detailed instructions regarding this assignment will be provided. Your professional memo will contribute 25% to your final grade.

*Rationale:* The professional memo allows you the opportunity to further strengthen your written communication, analytical thinking, and problem-solving skills. It can also be used to illustrate your initiative and leadership in a particular area.

4) **Online Oral Presentation.** The online presentation assignment is a chance for you to design and deliver an oral presentation on a family-related topic of your choice. The presentation will be delivered asynchronously online. Your oral presentation will be integrated into your final course portfolio (described below). More detailed instructions regarding this assignment will be provided. Your presentation will contribute 25% to your final grade.

*Rationale:* Survey data collected by the sociology department indicates that our undergraduate students have limited opportunities to develop oral presentation skills. The online oral presentation is an opportunity to develop these skills. In addition, this assignment allows you to showcase your analytical and critical thinking skills as well as your initiative, leadership and technology skills.

5) **Final Portfolio.** The final portfolio showcases your best work from the semester. It will integrate some previous assignments and incorporate some reflective exercises that will encourage you to highlight areas of academic growth as well as areas where you would like to continue to develop. Detailed instructions regarding this assignment will be provided. Your final portfolio will be 20% of your final course grade.
**Rationale:** this assignment will allow its creator to illustrate and reflect upon how the various activities completed in this course contributed to the development of specific knowledge and transferable skills. The final course portfolio can be used to help support professional development in a student’s chosen career area or to solidify the skills and knowledge needed for further education.

**UW System Shared Learning Goals and These Assessments.** Putting sufficient effort into this assignment should help you progress in your ability to: 1) think critically and creatively about intimate relationships and family life; 2) Further develop your written and oral communication skills. Completion of this assignment may also help you: 3) progress in your ability to interact and work with people from diverse backgrounds and cultures as you analyze and evaluate intimate relationships and family life with respect to gender, racial/ethnic, and class differences in family outcomes; 4) empathize with and understand social differences as you study and analyze relationships and families that may differ from your own experience. Finally, since formulating critical thought and argument is a skill that is often utilized by an engaged citizenry, completion of this assignment can help prepare you for future civic involvement.

**Policy on Late or Missing Assignments.** Many assignments will allow for late turn-in in exchange for point deductions. Those policies will be included on individual assignment instructions, which are posted to our course website. If not otherwise noted, the ability to make up or turn in late work is at the discretion of the Instructor. Please contact the instructor by email to discuss missing or late assignments.

**Summary of Course Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals Exercise</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>30%</td>
</tr>
<tr>
<td>Professional Memo</td>
<td>20%</td>
</tr>
<tr>
<td>Online Oral Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Translating Final Percentage to a Letter Grade

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>74 - 76</td>
<td>C</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
<td>70 - 73</td>
<td>C-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>67 - 69</td>
<td>D</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
<td>Below 67%</td>
<td>F</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>77 - 79</td>
<td>C+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you require special assistance for any reason, please contact the instructor immediately so that we can work together to support your success in this class.

COURSE FORMAT: ASYNCHRONOUS & ONLINE

This course, SOCIOL 260, is an online course. It is also taught asynchronously, meaning we don't all need to be interacting online at the same time. A well-designed online course (like this one 😊) has the same rigor as a face-to-face course except that you have more flexibility regarding when and where you complete your work. So, the good news is that you can participate in class on your own schedule.

The online class is always open, and you can read the course materials anytime. You can even talk about them anytime through threaded discussions. This gives you a chance to think about your response. Because of this, many online students come for the convenience and return for the quality. They find that they make more thoughtful contributions to these asynchronous conversations than they do in traditional in-person classrooms. This course format also obligates everyone to participate, bringing a variety of viewpoints to bear on complex issues.

The challenge is that you have to be self-disciplined and highly organized, learn how to communicate without meeting face-to-face, and learn how to effectively use the technology to do well in the course. Writing clarity and quality are critical in an online learning environment because everything we do happens through text. You also have to remember to go online regularly and complete the readings and lectures, to actively participate in the discussions on a timely basis, to e-mail or call the professor or a classmate when you are lost or have questions, and to learn how to effectively complete assignments online.

Even though we do not meet face-to-face a few times a week, it is still important that you schedule time for yourself to go online at least 3 times a week. For example, you may schedule yourself to go online on Wednesdays, Fridays, and Sundays from 9:00p.m.-10:30p.m. to review the agendas, review lectures, work on a project, or interact with your classmates in the discussions. Make sure to schedule at least 3 days a week for one to two hours that you can be online. Add it right into your calendar or date book. Further, you need to schedule time complete readings and assignments.

The successful online learner:

• communicates effectively in writing.
- enjoys the challenge of learning independently.
- is highly motivated and challenged by being in charge of his/her own learning.
- may need flexible scheduling but understands that flexibility does not imply that completion of the course requirements will be easy.
- demonstrates problem-solving skills and the ability to work through difficulties.
- manages time well by prioritizing and establishing a personal schedule.
- completes assigned work by deadlines.
- uses a personal computer and the Internet to access information and to communicate.
- possesses above average reading skills.

EFFECTIVE COMMUNICATION IN AN ONLINE ENVIRONMENT

Communication in an online environment can be more challenging than face-to-face communication. There are no physical cues to rely on (smiling, tone of voice, etc.). Moreover, in asynchronous communication, the need to clarify or follow-up with additional questions can slow down communication progress. It is essential that you focus on professionalism, clarity, and specificity in your online communications, whether through email, online discussions, or other technologically-mediated forums.

Constructing Effective and Professional Emails
Because our communication this semester will happen over email or online, I would like to ask students to follow these guidelines when relying on online communication in this class:

- **Be professional and focused in your communication.** Please format your emails like you would a business letter. This means including a greeting, a body of the email that contains the clear purpose of your communication, and a closing.
- **Use the Subject Line.** In addition, please use the following format in the subject line of email: “Soc 260: [Put the topic of your email here].” Because we all receive many emails for a range of different activities and deadlines, this helps all of us stay organized and facilitates the use of email filters.
- **Watch your writing quality.** Use a professional writing style and avoid including “texting” acronyms (i.e. OMG, BTW, LOL etc.) in your emails and online questions. It is critical that we are as clear as possible in our written communication.

Response Times for Communication
One of the challenges of the online classroom is the possibility of 24/7 participation. All of us balance a number of different responsibilities and cannot be online all the time. I am committed to responsive communication. I check my email several times a day during business hours (Monday –Friday, 9 – 5) unless I am in all-day meetings or sick. On business days I strive to respond to student communications within 24 hours (if not sooner). I do not generally check the class website on the weekends, however, and will respond to requests or questions made during those days/times on Mondays.

**Discussion Forums for Course Questions.** There is a discussion forum that is set up for you to ask questions regarding the course. Many times, you may have missed something in the syllabus or course documents that may have an answer to your questions. However, someone else may have read it or have your answer. The discussion forums are a great way for you to get help from a classmate or me. So, if you have any questions about the structure of the course, assignments, deadlines, or anything else please post them in the appropriate discussion forum. **It is really important that we all get in the habit of regularly posting to and reading these forums, since many of you will have similar questions and concerns.**
**Posting these in the discussion forum and reading my (and others’ responses) allows for efficient communication in the class.**

**TECHNOLOGY**

**Learning Management System.** The Learning Management System (LMS) used in this class is Canvas. Student support for canvas is available here.

Need Help? For any problems with access to our digital learning environment, please contact help@uwm.edu or call (414) 229-4040. The Help Desk can help you with your technical issues with the class.

**Required Technology.** A computer that can connect to the Internet with the capacity to load Canvas, Narrated Video, and .docx or .pdf files.

**PANTHER COMMUNITY HEALTH & SAFETY STANDARDS**

UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther Interim COVID-Related Health & Safety Policy, which was developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM sponsored activity: • All individuals visiting UWM facilities must wear face coverings while indoors; • Unvaccinated students coming to campus are required to test weekly for COVID-19; and, • You should check daily for COVID-19 symptoms and not come to campus if you are feeling sick. Additional details about student and employee expectations can be found on the UWM COVID19 webpage.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Reading</th>
</tr>
</thead>
</table>
| Week 1 | Getting Started: Introductions, Understanding the Course Structure, Setting Goals | Initial Post: Weds (1/26) by 11:59 PM CST  
Response Post: Sun (1/30) by 11:59 PM CST  
Goals Exercise: Sun (1/30) by 11:59 PM CST | Course Details and Policies Module; Instructions for Discussion Posts; Instructions for “Setting Goals” Exercise |
| Week 2 | A Sociological View of Families and Intimate Relationships | Initial Post: Weds (2/2) by 11:59 PM CST  
Response Post: Sun (2/6) by 11:59 PM CST | Cohen, Ch. 1                             |
| Week 3 | The Family in History                           | Initial Post: Weds (2/9) by 11:59 PM CST  
Response Post: Sun (2/13) by 11:59 PM CST  
Week 2 Instructor Comments (Read & Reply): Sun (2/13) by 11:59 PM CST | Cohen, Ch. 2                             |
| Week 4 | Race, Ethnicity, Immigration and Families        | Initial Post: Weds (2/16) by 11:59 PM CST  
Response Post: Sun (2/20) by 11:59 PM CST  
Week 3 Instructor Comments (Read & Reply): Sun (2/20) by 11:59 PM CST | Cohen, Ch. 3; Coles Chapter & Podcast (website) |
| Week 5 | Social Class and Families                       | Initial Post: Weds (2/23) by 11:59 PM CST  
Response Post: Sun (2/27) by 11:59 PM CST  
Week 4 Instructor Comments (Read & Reply): Sun (2/27) by 11:59 PM CST | Cohen, Ch. 4                             |
| Week 6 | Gender & Sexuality                              | ** (2/28 – 3/6) No online discussion this week **  
Week 5 Instructor Comments (Read & Reply): Sun (3/6) by 11:59 PM CST | Cohen, Ch. 5 & 6; Podcast (website)       |
| Week 7 | Love and Romantic Relationships                 | Initial Post: Weds (3/9) by 11:59 PM CST  
Response Post: Sun (3/13) by 11:59 PM CST | Cohen, Ch. 7                             |
| Week 8 | Professional Memo (DUE Sun (3/20) by 11:59 CST) | Week 7 Instructor Comments (Read & Reply): Sun (3/20) by 11:59 PM CST |                                        |
| Week 9 | Spring Break (3/21- 3/27): Nothing Due This Week | |                                        |
| Week 10| Marriage and Cohabitation                       | ** (3/28- 4/3) No online discussion this week ** | Cohen, Ch. 8; Podcast (website)         |
| Week 11 | Families and Children | Initial Post: Weds (4/6) by 11:59 PM CST  
Response Post: Sun (4/10) by 11:59 PM CST | Cohen, Ch. 9; |
|---|---|---|---|
| Week 12 | Divorce, Remarriage, and Blended Families | Initial Post: Weds (4/13) by 11:59 PM CST  
Response Post: Sun (4/17) by 11:59 PM CST  
Week 11 Instructor Comments (Read & Reply): Sun (4/17) by 11:59 PM CST | Cohen, Ch. 10 |
| Week 13 | Work and Families | ** (4/18 – 4/24) No online discussion this week **  
Week 12 Instructor Comments (Read & Reply): Sun (4/24) by 11:59 PM CST | Cohen, Ch. 11 |
| Week 14 | Family Violence and Abuse, The Future of Families | ** (4/25 – 5/1) No online discussion this week ** | Cohen, Ch. 12 & Ch. 13 |
| Week 15 | | Oral Presentations: Sun (5/8) by 11:59 PM CST | |
| Week 16 | | Commenting on Others’ Presentations: Wed (5/11) by 11:59 CST  
Final Portfolio: Sun (5/15) by 11:59 CST | NOTE: There is no final exam in this course |
UNIVERSITY AND DEPARTMENT POLICIES


Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. http://uwm.edu/arc/

Religious accommodations for absences due to religious observance should be noted. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf

Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted.

Students: http://uwm.edu/active-duty-military/


Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf

Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf

Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: https://uwm.edu/sexual-assault/.

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. https://uwm.edu/deanofstudents学术 misconduct/

Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. For more information, see https://uwm.edu/deanofstudents/assistance/complaints-and-grievances/.

Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf
LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning [http://uwm.edu/lgbtrc/](http://uwm.edu/lgbtrc/)

Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf)

Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%2019.%20Final%20Examinations.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%2019.%20Final%20Examinations.pdf)