

International Studies
University of Wyoming

**INST 3000 / SOC 3000:
Social Change**

Course Overview



Ever wondered about “social change” — what it is; how it came about; how to make sense of it; and how to make desired social change happen? This is a course in which we get to explore social change in a variety of small and large contexts locally, globally, and historically. We’ll look at social change as it has been personally experienced and from

the point of view of social science, theory, and forces that drive social change: technology, science in general, innovation, social movements, war, revolutions, corporations, and the state. All in all, this is a course in which we get to study causes, processes, and consequences of social change—and always with “agency” and “structure” in the back of our minds.

Instructor: RUTH BJÖRKENWALL [[Byjorkenwall](#)]

Class time: MWF 1:10—2:00 P.M.

Location: CR 221

Office hours: W: 10:00—11:30 A.M.

F: 10:00— 11:30 A.M.

Or by appointment

Location: A&S 143

Phone: 307.766.2992

Email: rbjorken@uwyo.edu *Email responses will, as a rule, be sent within 48 hours*

GA: Nikola Lazic

Location: A&S 136

Office hours: TBA

Email: nlazic@uwyo.edu

Global awareness

This course fulfills the “global awareness” (“G”) requirement of the 2003 University Studies Program. Global awareness courses strive to broaden our perspectives through the exploration of viewpoints from other societies, cultures, religions, or geopolitical regions. With an eye on both historical and contemporary experience, these courses are designed to challenge our assumptions about the ways of the world and to help us understand and embrace global cultural diversity.

Learning Outcomes

At the end of the course, students will be able to make better sense of the changing world around them as they study the more important drivers of social change during the last few centuries: science and technology; social movements; war and revolutions; large corporations; and the state. Through the use of historical and comparative analysis that include the lived experiences of Iris Summer, they will get to see *how* and *why* the world changed at the same time as they develop their critical thinking abilities. As a final project and research paper, students will focus on war as a driver of social change. Their research and writing will be centered around the contemporary Syrian war and conflict, on what Garth Massey calls “war’s destruction.”

Required textbook

*Massey, Garth. *Ways of Social Change: Making Sense of Modern Times*. Los Angeles: Sage, 2016.

**Additional course material (ACM). The attachments will be available on the course web site and in emails that you will receive separately. Please do check your UW student email account regularly for the additional course readings.

Required supplies

You must have a notebook (or something equivalent) for class notes.

Course requirement

You must attend each class/discussion with the textbook in your possession and the pages assigned for the day already read and understood. Up to three absences will be excused. Additional absences will bring down your course participation grade. I will post terms that will be discussed in the lecture the day before the lecture. You may download these terms to help you with your note-taking. You are expected to participate in discussions in a civil manner. That includes not performing other tasks extraneous to the course while we are together. Rude or threatening behavior will not be tolerated and will be reported to the dean of students. If you are having concerns about meeting course requirements, then please come see me immediately (before you miss a class or a due date) so that we can discuss student support services on campus such as those offered at the Writing Center, at student counseling, and at the University Disability Support Services (UDSS).

You must complete *all* assignments to pass the class. Failure to take a quiz or turn in a paper will result in a failing grade in the course. Please check your syllabus and the course calendar to make sure that you complete your assignments when they are due. Again, you must complete *all* course assignments in to pass the class. There is no final exam for this class. Instead, you will write a research paper that must be uploaded by 15 May 2019,

Wednesday of finals week, and at the latest by 5 P.M. MST. There will be *no* late make-up work and *no* extra credit work.

Please note that the course syllabus is a guide to due dates, assignments and classroom activities. If circumstances change and I deem an alteration is needed, then you will first be informed of changes via an announcement through Wycourses and in a class email. Please check your uwyo email account regularly.

Please also note that you are *not* allowed to audio-tape or video-tape lectures or discussions. Be aware that it is illegal in the state of Wyoming to tape someone surreptitiously without permission. If you need help with learning how to take notes, then please make an appointment to see me during office hours.

Grading standards/ grade weights

1) Class participation, in-class group and individual work	10% of the final grade
2) Open-book, online quizzes	15% of the final grade
3) Reading papers due in class	20% of the final grade
4) Newspaper-article group presentation	25% of the final grade
4) A final paper	30% of the final grade

Final course grades will be assigned according to the following:

A	90-100%
B	80-89.4%
C	70-79.4%
D	60-69.4%
F	0-59.4%

A newspaper-article group presentation

Details for the *newspaper-article* assignment will be covered in class later in the course. Remember that the assignment is a group effort—which should be clear from the content and the manner in which the material is presented in class. (See the course outline for the presentation dates.)

Here is what I would like you to do for your group presentation:

- 1) Pick *one NYT news* article—no editorials or opinion pieces, please—that the group will focus on in the presentation. This article is the starting point for your group presentation and should address one of the drivers of social change. The article should be emailed to everyone in the course the day before the presentation. Include in your e-mail one question that you would like your fellow students to think about when they read your chosen article.
- 2) Apply relevant course materials and other material of your choice to analyze and evaluate your chosen *NYT* news piece.
- 3) Each group has a maximum of 30 minutes per presentation and should include a short, five-minute discussion on one question that the group has emailed everyone the day before the presentation.

4) Each group member should also submit to me, before the end of the spring semester, a completed grading rubric for *every member of the group*. (See grading rubric # 2 below.)

5) *All* group members *must* participate in the presentation in one form or another. Remember that one grading category is “integration” (see grading rubric #1 directly below), which means that group members must have made an effort to combine their material in a well-structured manner.

Grading rubric #1 for the group presentation

The group presentation is worth 20 percent of your final grade. I will assess each group according to the following:

A) Clarity of ideas and organization of the presentation: I will assess “clarity” by the ease with which the audience can understand the key points that the presenters would like to make in their presentation.

B) Effective use of course materials: By “effective use,” I mean that it should be obvious to the audience that the presenters have read, watched, understood, and critically analyzed the relevant course materials.

C) Integration of presenter contributions: By “integration,” I mean that it should be obvious to the audience that group members have made an effort to combine their material in a well-structured manner.

Grading rubric #2 for the group presentation

Each student is also required to submit to me a completed grading rubric for each member of his/her group – and one of himself/herself.

Category				
Group member participation	Group member participated actively all the time	Group member participated actively most of the time	Group member participated actively some of the time	Group member did not actively participate
Group member communication	Group member communicated effectively and on time	Group member communicated adequately and on time	Group member communicated inadequately or not on time	Group member did rarely communicate or did not communicate
Group member preparation for group work	Group member was fully prepared for group work all of the time	Group member was prepared for group work most of the time	Group member was fully prepared for work some of the time	Group member was not prepared for group work most of the time
How effectively your group worked together on this assignment	Well	Adequately	Inadequately	Not at all

Adapted from the Mission College student group project grading rubric

More details for the grading rubrics will be covered in class later in the course.

A research paper

There is no final exam in this course. Students will instead be asked to write a research paper that is 1500 to 2000 words long (title page and bibliography not counted) on the contemporary Syrian war and conflict. Please include the total word count at the end of your paper. The paper is due uploaded by 15 May 2019, Wednesday of finals week, and at the latest by 5 P.M. MST. *No late papers will be accepted.* Your paper should be properly formatted

— “Chicago style”—and according to the instructions given in class. The pages must be numbered. There should be no, or very few, mechanical errors (typos, misspellings, and incorrect margins and font size). The paper should have no or only occasional grammar errors. The language that you use should be clear, concise, and appropriate to the topic. Failure to meet these guidelines will result in a lowered grade for the assignment.

Further details for the paper will be covered in class later in the course, but you should know already now that the starting point should be the Syrian war and what Garth Massey calls “war’s destruction.” Your beginning point must also be a *New York Times* article. For some useful background material to the Syrian civil war, please read and watch 1) Fisher’s “Syria’s Paradox: Why the War only Ever Seems to Get Worse” at http://www.nytimes.com/2016/08/27/world/middleeast/syria-civil-war-why-get-worse.html?_r=0 ; 2) Syria: The Story of the Conflict” at <http://www.bbc.com/news/world-middle-east-26116868> ; 3) Frontline’s “The Rise of ISIS” at <http://www.pbs.org/wgbh/pages/frontline/rise-of-isis/> ; 4) Frontline’s “Escaping ISIS” at <http://www.pbs.org/wgbh/frontline/film/escaping-isis/> ; 5) Frontline’s “Children of Syria” at <http://www.pbs.org/video/frontline-children-syria/> ; 6) Frontline’s “Exodus” <https://www.pbs.org/video/frontline-exodus/>; 7) “Google and UNHCR create 360-degree tour of Syria's destruction” at <https://www.weforum.org/agenda/2017/06/google-united-nations-create-tour-of-syria> ; 8) “Searching for Syria” at <https://searchingforsyria.org/en/> ; 9) “Frustrations over a War and Its Crimes at <https://www.nytimes.com/2017/08/09/opinion/syria-war-crimes-security-council.html> ; 10) Mazzetti, Goldman, and Schmidt’s “Behind the Sudden Death of a \$1 Billion Secret C.I.A. War in Syria at <https://www.nytimes.com/2017/08/02/world/middleeast/cia-syria-rebel-arm-train-trump.html> ; 11) “U.S. Equipment, but Not Troops, Begins Exiting Syria in Chaotic Withdrawal” at <https://www.nytimes.com/2019/01/11/world/middleeast/us-syria-troop-withdrawal.html?action=click&module=Top%20Stories&pgtype=Homepage>; and 12) “In Turkey, Senator Calls for Slower, Smarter U.S. Withdrawal From Syria” at <https://www.nytimes.com/2019/01/19/world/middleeast/turkey-lindsey-graham.html>

Grading rubric for the final paper

The paper is worth 30 percent of your final grade. You will be assessed according to the following:

- A) Clarity of the thesis and argument: I will assess “clarity” by the ease with which the reader can understand the key points that the author would like to make in his/her paper.
- B) Effective use of combined course and research materials: By “effective use,” I mean that it should be obvious to the reader that author has read, watched, understood, and critically analyzed the course and research materials and uses their combination in a well-structured manner.
- C) Polish, style, and creativity: It should be evident to the reader that the paper author has spent time crafting his/her argument.
- D) Syntax and mechanics: The piece should be written according to accepted standards of format, use, spelling, and capitalization. Full points in this category means that a paper may have some minor errors, but points will be deducted if the paper has quite a few errors or errors that make it difficult for the reader to understand sentence meanings.

Disability statement

<http://www.uwyo.edu/udss/>

Disability Support Services (DSS) was established to provide leadership and assistance to the University of Wyoming in its efforts to comply with the intent and specific regulations of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Physical and program accessibility at the University of Wyoming is a joint responsibility and can be achieved only through cooperative efforts of University faculty,

staff, and students. DSS strives to ensure successful access and services for students with disabilities. DSS provides disability-related accommodations for UW students and visitors with disabilities as well as technical assistance, consultation and resource information for students, faculty, staff, campus visitors, and for university departments seeking to improve accessibility for individuals with disabilities. All disabilities requests for accommodation must come through the campus UDSS office. DSS is a program within the Dean of Students office and the Division of Student Affairs at University of Wyoming.

Classroom statement on diversity

“The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. “

Academic dishonesty

Academic dishonesty will be prosecuted to the full extent and may include an expulsion from the university. The following is a selection. Go to the link for the rest of the information:

http://www.uwyo.edu/regs-policies/files/docs/section-2-regulations-july-2018/uw_reg_2-114_format_effective_7-1-18.pdf

IV. DEFINITIONS A. Academic Dishonesty. An action attempted or performed that misrepresents one’s involvement in an academic endeavor in any way, or assists another student in misrepresenting his or her involvement in an academic endeavor. Examples of academic dishonesty include, but are not limited to:

1. Plagiarism: presenting the work (i.e., ideas, data, creations) of another, wholly or in part, as one’s own work without customary and proper acknowledgement of sources and extent of use, unless authorized by the instructor.
2. Cheating: using information, study aids, notes, materials, devices, or collaboration not explicitly approved by the instructor. For example: doing a class assignment for someone else or allowing someone to copy one’s assignment; copying from, or assisting, another student during an examination; or stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
3. Fraud: altering or inventing data, research, or citations for an academic endeavor; fabricating, forging or otherwise misrepresenting to an instructor or an institution one’s past or current academic or professional activities; impersonating someone or allowing oneself to be impersonated for an examination or other academic endeavor; using a ghost writer, commercial or otherwise, for any type of assignment.
4. Violation of Standards: violations against ethical and professional standards required by individual University programs, academic courses, and clinical programs that

may result in qualification for entry into a profession that maintains standards of conduct. 5. Multiple Submissions: submitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors. 6. Interference or Obstruction: interfering with academic efforts of other students to gain unfair advantage for personal academic advancement. Interference may include but is not limited to, sabotage, harassment, tampering, bribery, or intimidation of another student. 7. Complicity: assisting another person in any act of academic dishonesty as defined above. B. Academic Endeavor. Any student activity undertaken to earn University credit or meet some other University program requirement.

Student code of conduct

The following is a selection. Go to the link for the rest of the information:

http://www.uwyo.edu/dos/_files/docs/2015-2016%20student%20code%20of%20conduct.pdf

PROHIBITED CONDUCT. The University has the right to take necessary and appropriate action to protect the safety and well-being of the University community. Any student or student organization found to have committed the following misconduct is subject to the judicial sanctions outlined herein: A. Offenses Against the University Community. 1. Acts of dishonesty, including but not limited to furnishing false information to any University official, faculty member or office; and forgery, alteration, or misuse of any University document, record or instrument of identification. Acts of academic dishonesty, as outlined in UW Regulation 6-802, shall be adjudicated separately pursuant to the provisions of that UW Regulation. 2. Substantial disruption of or material interference in teaching, research, administration, judicial proceedings, or other University activities, including its educational or service functions on- or off-campus. 3. Disorderly conduct that disrupts the operations of the University or leading or inciting others in such activities that disrupt the operations of the University or infringe upon the rights of members or others. 4. Intentionally interfering with freedom of movement and the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions. 5. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemical/biological agents on University premises, including residential facilities and premises located on Fraternity or Sorority Row. 6. Violation of federal, state, or local law on University premises or at University functions. 7. Illegal gambling. 8. Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties. 9. Violation of University policies, rules, regulations or other guidelines of the University. 10. Conduct that has a substantial adverse impact on the University community, its members, and/or the pursuit of its objectives, regardless of where such conduct may occur. 11. Failure to immediately disclose to the Dean of Students in writing any felony charge or conviction occurring after admission to the University.

Course outline

DATE	TOPIC & ACTIVITIES	READINGS & ASSIGNMENTS
WEEK 1: LEC 1 28 JAN (M)	-Introduction to course: the syllabus and course requirements	-No readings
LEC 2 30 JAN (W)	-Social change is ...? -What to expect from Massey	*Massey: "Preface" pp. xii-xv
LEC 3 1 FEB (F)	-A biographical approach to social change	*Massey: "The Personal Experience of Social Change" pp. 1-38

WEEK 2: LEC 4 4 FEB (M)	WATCH IN CLASS: <i>Kitchen stories</i>	
LEC 5 6 FEB (W)	-Recognizing social change	*Massey pp. 39-76
LEC 6 8 FEB (F)	-Recognizing social change	*Massey pp. 39-76
WEEK 3: LEC 7 11 FEB (M)	-Understanding and explaining social change	--> PRIOR TO CLASS: ONLINE QUIZ *Massey pp. 77-103
LEC 8 13 FEB (W)	-Understanding and explaining social change	*Massey pp. 77-103
LEC 9 15 FEB (F)	-Thinking rationally WATCH IN CLASS: Dan Ariely: "Are we in control of our own decisions?" at https://www.youtube.com/watch?v=9X68dm92HVI (17 min)	
WEEK 4: LEC 10 18 FEB (M)	-Driver 1: technology, science, innovation	--> READING PAPER DUE IN CLASS *Massey: "Technology, Science, and Innovation: The Social Consequences of New Knowledge and New Ways of Doing Things" pp. 104-149
LEC 11 20 FEB (W)	-WATCH IN CLASS: "Weapons That Made Britain – Armour" https://www.youtube.com/watch?v=D4aMoCAypos	*Massey pp. 104-149 cont.
LEC 12 22 FEB (F)	-WATCH IN CLASS: "Weapons That Made Britain – Armour" https://www.youtube.com/watch?v=D4aMoCAypos	*Massey pp. 104-149 cont. "Weapons that made Britain" cont.
WEEK 5: LEC 13 25 FEB (M)	-Driver 2 of social change: wars and revolutions	--> PRIOR TO CLASS: ONLINE QUIZ *Massey: "War, Revolution, and Social Change: Political Violence and Structured Coercion" pp. 187-229
LEC 14 27 FEB (W)	-WATCH IN CLASS: Frontline's "The Rise of ISIS" (54:11) at http://www.pbs.org/wgbh/pages/frontline/rise-of-isis/	
LEC 15 1 MARCH (F)	-Driver 2 of social change: wars and revolutions -WATCH IN CLASS: <i>Frontline's</i> "Children of Syria" at http://www.pbs.org/video/frontline-children-syria/	**"Syria: The Story of the Conflict" at http://www.bbc.com/news/world-middle-east-26116868
WEEK 6: LEC 16 4 MARCH (M)	-War's destruction: In preparation for the final paper	--> PRIOR TO CLASS: ONLINE QUIZ **ACM: 1) Fisher's "Syria's Paradox: Why the War only Ever Seems to Get Worse" at http://www.nytimes.com/2016/08/27/world/middleeast/syria-civil-war-why-get-worse.html?_r=0 ; 2) Syria: The Story of the Conflict" at http://www.bbc.com/news/world-middle-east-26116868 ; 3) <i>Frontline's</i> "The Rise of ISIS" at http://www.pbs.org/wgbh/pages/frontline/rise-of-isis/ ; 4) <i>Frontline's</i> "Escaping ISIS" at http://www.pbs.org/wgbh/frontline/film/escaping-isis/ ; 5) <i>Frontline's</i> "Children of Syria" at http://www.pbs.org/video/frontline-children-syria/ ; 6) <i>Frontline's</i> "Exodus" https://www.pbs.org/video/frontline-exodus/ ; 7) "Google and UNHCR create 360-degree tour of Syria's destruction" at https://www.weforum.org/agenda/2017/06/google-united-nations-create-tour-

		<p>https://searchingforsyria.org/en/; 9) “Frustrations over a War and Its Crimes at https://www.nytimes.com/2017/08/09/opinion/syria-war-crimes-security-council.html; 10) Mazzetti, Goldman, and Schmidt’s “Behind the Sudden Death of a \$1 Billion Secret C.I.A. War in Syria at https://www.nytimes.com/2017/08/02/world/middleeast/cia-syria-rebel-arm-train-trump.html; 11) “U.S. Equipment, but Not Troops, Begins Exiting Syria in Chaotic Withdrawal” at https://www.nytimes.com/2019/01/11/world/middleeast/us-syria-troop-withdrawal.html?action=click&module=Top%20Stories&pgtype=Homepage; and 12) “In Turkey, Senator Calls for Slower, Smarter U.S. Withdrawal From Syria” at https://www.nytimes.com/2019/01/19/world/middleeast/turkey-lindsey-graham.html</p>
LEC 17 6 MARCH (W)	-Driver 3 of social change: social movements	*Massey: “Social Movements: Human Agency and Mobilization of Social Change” pp. 150-186
LEC 18 8 MARCH (F)	-Driver 3 of social change: social movements	*Massey pp. 150-186 cont.
WEEK 7: LEC 19 11 MARCH (M)	-Driver 3 of social change: social movements	-->READING PAPER DUE IN CLASS *Massey: “Social Movements: Human Agency and Mobilization of Social Change” pp. 150-186
LEC 20 13 MARCH (W)	WATCH IN CLASS: “Freedom Riders”	*Massey pp. 150-186 cont.
LEC 21 15 MARCH (F)	-Driver 3 of social change: social movements	*Massey pp. 150-186 cont. “Freedom riders” cont.
SPRING BREAK 18-22 MARCH	SPRING BREAK 18-22 MARCH	SPRING BREAK 18-22 MARCH
WEEK 8: LEC 22 25 MARCH (M)	-Driver 3 of social change: social movements	-->READING PAPER DUE IN CLASS **ACR: Gitlin’s “Occupy’s predicament: the moment and the prospects for the movement” at http://onlinelibrary.wiley.com/doi/10.1111/1468-4446.12001/epdf
LEC 23 27 MARCH (W)	-Driver 4 of social change: corporations	*Massey: “Corporations in the Modern Era: The Commercial Transformation of Material Life and Culture” pp. 230-274
LEC 24 29 MARCH (F)	-Driver 4 of social change: corporations	*Massey pp. 230-274 cont.
WEEK 9: LEC 25 1 APRIL (M)	-Driver 4 of social change: corporations	**”Inside Amazon: Wrestling Big Ideas in a Bruising Workplace” at http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html?_r=0 **” The Week in Tech: How Google and Facebook Spawned Surveillance Capitalism” at https://www.nytimes.com/2019/01/18/technology/google-facebook-surveillance-capitalism.html
LEC 26 3 APRIL (W)	-Driver 5 of social change: states WATCH IN CLASS: <i>The Road to Brown</i>	
LEC 27 5 APRIL (F)	-Driver 5 of social change: states WATCH IN CLASS: <i>Loving</i>	
WEEK 10: LEC 28 8 APRIL (M)	-Driver 5 of social change: states	-->PRIOR TO CLASS: ONLINE QUIZ *Massey: “States and Social Change: The Uses of Public Resources for the Common Good” pp. 374-319
LEC 29 10 APRIL (W)	-Driver 5 of social change: states	*Massey pp. 374-319 cont.
LEC 30 12 APRIL (F)	-Making social change	*Massey: “Making Social Change” pp. 320-340
WEEK 11: LEC 31	-Making social change	*Massey pp. 320-340 cont.

15 APRIL (M)		
LEC 32 17 APRIL (W)	-War's destruction IN CLASS: work shop with group members on introductory paragraph—with a thesis statement--for the final paper on war's destruction	--> PRIOR TO CLASS: Write introductory paragraph for final paper on war's destruction and email to group members
LEC 33 19 APRIL (F)	FINAL PAPER AND RESEARCH: Workshop with group members on final- paper outline in class	--> OUTLINE FOR FINAL PAPER DUE IN CLASS
WEEK 12: LEC 34 22 APRIL (M)	FINAL PAPER AND RESEARCH	Individual (voluntary) meetings with the instructor and the GA
LEC 35 24 APRIL (W)	-GROUP PRESENTATIONS	
LEC 36 26 APRIL (F)	-GROUP PRESENTATIONS	
WEEK 13: LEC 37 29 APRIL (M)	-GROUP PRESENTATIONS	
LEC 38 1 MAY (W)	-GROUP PRESENTATIONS	
LEC 39 3 MAY (F)	-GROUP PRESENTATIONS	
WEEK 14: LEC 40 6 MAY (M)	-GROUP PRESENTATIONS	
LEC 41 8 MAY (W)	-GROUP PRESENTATIONS	
LEC 42 10 MAY (F)	-GROUP PRESENTATIONS\	
15 MAY (W)		Your final research paper must be uploaded on 15 May 2019 and at the latest by 5 P.M. MST.

DISABILITY SUPPORT SERVICES: udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss

COUNSELING CENTE: uccstaff@uwyo.edu, 766-2187, 766-8989 (After hours), 341 Knight Hall, www.uwyo.edu/ucc

ACADEMIC AFFAIRS: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs

DEAN OF STUDENTS OFFICE: dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos

UW POLICE DEPARTMENT: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd

STUDENT CODE OF CONDUCT WEBSITE: www.uwyo.edu/dos/conduct

FROM the MANDATORY TEMPLATE FOR ALL UW FACULTY: Duty to Report: Statement referring to the duty to report status as instructional personnel under Title IX.

SHORT VERSION

UW faculty are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university's Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at <http://www.uwyo.edu/reportit>

You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them.