Welcome to this online section of The World: Peoples and Regions! Please read on to learn about the course, my expectations, and the D2L site we will use this semester.

“Here is an experiment you shouldn’t try. Grab your cell phone, throw it on the ground, stomp on it, and pick through the pieces. Amid the remnants, you can find the world. The screen was manufactured in Mexico. The microprocessor chip was assembled in a factory in China, owned by a company in South Korea, funded by investment from the United States. The software code that runs the phone was designed by a programmer in India. The electronics are made materials found in copper mines in Chile and coltan mines in the Democratic Republic of Congo (DRC), and the lead that soldered together the circuit board comes from Australia. Your cell phone cannot exist without the resources and knowledge of all these different world regions” (Marston et al., 2017, p. 3).

Knowledge of geography—and of how local places relate to the global context—is ever more important for living in our world. What problems face those associated with any Israeli-Palestinian negotiations? What are the flashpoints in the conflict in Syria? These and many more issues like them make the headlines in news reports. Each has a geographic component affecting a group of countries, a particular country, or a region within a country. These issues can also have wider implications for surrounding countries or even for the rest of the world!

“Geography is the study of global relationships involving everything from how people earn a living to how they interact with the environment. Geographers seek to understand where things are, why they are there, and how they are connected” (Marston et al., 2017, p. 4).

Basic tools and fundamental concepts enable geographers to study the world in this way. Maps and mapping play a key role in how geographers analyze and portray the world. Maps are also key in introducing to other people the ideas of geographers concerning the way that places and regions are constructed and altered.

An understanding of geography is important, both from an intellectual point of view (that is, in understanding the world around us and its different regions) and from practical points of view (such as in contributing to public policy-making, political analysis, business efficiency, environmental quality, human rights, and social justice).

This course is a broad introduction to world regional geography. We will study the world by
examining the dynamic and complex relationships between different peoples and the world regions in which they live. The major world regions that we will cover are:

- Europe.
- The Russian Federation, Central Asia, and the Transcaucasus
- The Middle East and North Africa.
- Sub-Saharan Africa.
- The United States and Canada.
- Latin America and the Caribbean.
- East Asia.
- South Asia.
- Southeast Asia
- Oceania

The course objectives are for students in this class to:

1. recognize and analyze the interconnections between a variety of factors associated with individual behavior, collective action, and societal development for the world regions covered in this course.

2. identify and critically evaluate the function, structure, and development of human groups and cultures, organizations and institutions, and their infrastructures and interrelationships for the world regions covered in this course.

3. display effective communication skills in this online course including reading, writing, and information literacy (in terms of being able to identify when and what information is needed and then to find, evaluate, and effectively use it).

Of course, the time constraints posed by trying to cover the world in only one semester mean that we cannot delve deeply into any one region. This kind of in depth study can be done, however, in one of the Department of Geography classes that focus on a particular region—such as Europe—that may attract your interest during this world regional course.
Course Structure

This course is conducted completely online using a course site on the UWM Desire 2 Learn (D2L) system. Each week begins at 9:00 a.m. on Sunday morning.

Required Textbook


You need to have access to a copy of this (6th) edition of the textbook—and no other edition—by the first day of the semester (purchase or rent the paper edition (e.g., UWM bookstore), or access the online eTextbook (http://www.pearsonhighered.com/), or, when available, borrow the paper edition (2-hour reserve, UWM library).

Instructor Contact

I will be using your UWM e-mail accounts to contact you for everything this semester, so check your ePanther account regularly or forward your messages from your ePanther account to the private e-mail account that you use all the time. It is your responsibility to make sure that all e-mails to your ePanther account related to this course make it to you—so if you are forwarding ePanther e-mails to a private e-mail account (e.g., a Gmail account) make sure that the private e-mail account has enough space to receive your ePanther e-mails.

Course Requirements

The course consists of 3 graded components. All submissions have firm due dates and times. No late work is accepted after the submission deadlines.

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<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>Discussions (6 discussions (#1 = 1%; #2 to #6 = 6% each)</td>
</tr>
<tr>
<td>2</td>
<td>Quizzes (11 quizzes x 4% each)</td>
</tr>
<tr>
<td>3</td>
<td>PowerPoint Project (Presentation = 20%; Comments = 5%)</td>
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</table>
**Component 1: Discussions (six discussions with firm deadlines—deductions for being too short, too long, no bibliography where required, spelling/grammatical errors)**

**ONE**  Individual student introductions (250-300 words) by 9:00 a.m. Sunday Week 1 [1 POINT].

**TWO**  Each student will individually contribute to this Discussion over a two week period [6 POINTS]: (a) All students should initially post to the *Discussions* folder by 9:00 a.m. on Sunday (clothing item post [2 POINTS]). (b) Then, each student who posted in (a) may individually respond with a second post (150-200 words) to the posting of all the other students by 9:00 a.m. the following Sunday [4 POINTS]. You must post in (a) to post in (b).

**THREE**  Per the course schedule, each student will individually contribute to each of four subsequent Discussions over a two week period [6 POINTS X 4]:

(a) All students should post to the *Discussions* folder by 9:00 a.m. on Sunday (300-350 words) [4 POINTS x 4 INITIAL DISCUSSIONS]. (b) Then, each student who posted in (a) may individually respond with a second post (150-200 words) to the posting of other students by 9:00 a.m. the following Sunday [2 POINTS x 4 RESPONSE DISCUSSIONS]. You must post in (a) to post in (b).

<table>
<thead>
<tr>
<th>Component 1: Discussions</th>
<th>Week 1</th>
<th>Discussion 1: Introductions</th>
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<tbody>
<tr>
<td>ONE</td>
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<td>TWO</td>
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Please visit the *Discussions* folder on the website for an example of a discussion with individual posting and response, and grading criteria/rubric.

**Component 2: Quizzes (11 quizzes with firm deadlines)**

At the beginning of Week 1, before completing any discussions, please visit *Quizzes* and take the required Plagiarism Quiz. Also, before taking Quiz 1, having studied Chapter 1, attempt the required Sample Quiz to get an idea of the kinds of questions and level of difficulty.

There are 11 quizzes [x 4 POINTS = 44 POINTS] containing multiple-choice questions based on the required reading for each quiz. Each quiz contains 20 questions and students will be allowed one 20 minute attempt to complete the quiz online—so you need to average 1 question answered every 1 minute. All weekly quizzes must be taken by 9:00 a.m. on Sunday.

You need to study (do not just skim) each assigned chapter in preparation for each quiz. Pay attention to the key terms at the end of each chapter. Also study the PowerPoint Lecture Outline from the publisher for each quizzed chapter in the Quizzes section on the Contents page.
The quizzes and chapter order are:

Week 1  Plagiarism Quiz (before completing any discussions)  
        Sample Quiz (before completing any quizzes)  
        Quiz 1/Chapter 1

Week 2  Quiz 2/Chapter 2

Week 3  Quiz 3/Chapter 3

Week 4  Quiz 4/Chapter 4

Week 5  Quiz 5/Chapter 5

Week 6  Quiz 6/Chapter 6

Week 7  Quiz 7/Chapter 7

Week 8  Quiz 8/Chapter 8

Week 9  Spring Break

Week 10 Quiz 9/Chapter 9

Week 11 Quiz 10/Chapter 10

Week 12 Quiz 11/Chapter 11

**Component 3: PowerPoint Project (with firm deadlines)**

(a) Each student will be assigned a country from one of the world regions covered this semester, produce a PowerPoint Presentation (see course schedule below), and post it in the Dropbox. PowerPoint Project instructions are in the Contents section under PowerPoint Project. Each student will post the individual presentation by 9:00 a.m. on **Sunday of Week 15** [20 POINTS].

(b) Each student who posted a PowerPoint project to the Dropbox by the deadline will make a single post containing your constructive comments about the PowerPoint presentation of five other students (you must pick one country each from five different world regions covered this semester for a total of five PowerPoint presentations) by 9:00 a.m. on **Thursday of Week 16**—the last day of class [5 POINTS].
# Course Schedule of Required Readings and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Assignments</th>
<th>Reading</th>
</tr>
</thead>
</table>
| Week 1 | Plagiarism Quiz (before any discussions)  
Discussion 1: Introductions (by Sunday 9:00 a.m.)  
Sample Quiz (before any quizzes)  
Quiz 1: World Regions in Global Context (by Sun. 9:00 a.m.) | Chapter 1  
Chapter 1 |
| Week 2 | Discussion 2 Post 1: Commodity chains and globalization (initial post by Sunday 9:00 a.m.)  
Quiz 2: Europe (by Sun. 9:00 a.m.) | Chapter 1 |
| Week 3 | Discussion 2 Post 2: Commodity chains and globalization (second/response post by Sun. 9:00 a.m.)  
Quiz 3: The Russian Federation, Central Asia, and the Transcaucasus (by Sun. 9:00 a.m.) | Chapter 1  
Chapter 3 |
| Week 4 | Discussion 3 Post 1: Europe, requires students to watch movie “Bend it like Beckham” (initial post by Sun. 9:00 a.m.)  
Quiz 4: Middle East and North Africa (by Sun. 9:00 a.m.) | Chapter 2  
Chapter 4 |
| Week 5 | Discussion 3 Post 2: Europe, requires students to watch movie “Bend it like Beckham” (second/response by Sun. 9:00 a.m.)  
Quiz 5: Sub-Saharan Africa (by Sun. 9:00 a.m.) | Chapter 2  
Chapter 5 |
| Week 6 | Discussion 4 Post 1: Latin America (initial post by Sun. 9:00 a.m.)  
Quiz 6: The United States and Canada (by Sun. 9:00 a.m.) | Chapter 7  
Chapter 6 |
| Week 7 | Discussion 4 Post 2: Latin America (second/response by Sun. 9:00 a.m.)  
Quiz 7: Latin America and the Caribbean (by Sun. 9:00 a.m.) | Chapter 7  
Chapter 7 |
| Week 8 | Discussion 5 Post 1: East Asia (initial post by Sun. 9:00 a.m.)  
Quiz 8: East Asia (by Sun. 9:00 a.m.) | Chapter 8  
Chapter 8 |
| Week 9 | SPRING BREAK | |
| Week 10 | Discussion 5 Post 2: East Asia (second/response post by Sun. 9:00 a.m.)  
Quiz 9: South Asia (by Sun. 9:00 a.m.) | Chapter 8  
Chapter 9 |
| Week 11 | Discussion 6 Post 1: Middle East (initial post by Sun. 9:00 a.m.)  
Quiz 10: Southeast Asia (by Sun. 9:00 a.m.) | Chapter 4  
Chapter 10 |
| Week 12 | Discussion 6 Post 2: Middle East (second/response by Sun. 9:00 a.m.)  
Quiz 11: Oceania (by Sun. 9:00 a.m.) | Chapter 4  
Chapter 11 |
<table>
<thead>
<tr>
<th>Week 13</th>
<th>PowerPoint Project in progress (due by Sun. 9:00 a.m. Week 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14</td>
<td>PowerPoint Project in progress (due by Sun. 9:00 a.m. Week 15)</td>
</tr>
<tr>
<td>Week 15</td>
<td>PowerPoint Project due (due by Sun. 9:00 a.m. Week 15)</td>
</tr>
</tbody>
</table>
| Week 16 | PowerPoint Project response (due by **Thur.** 9:00 a.m.—the last day of class): 
*One* discussion post containing your constructive comments about the PowerPoint presentation of 5 other students (you must pick one country each from five different world regions covered this semester for a total of five PowerPoint presentations) due by **Thur.** 9:00 a.m.—the last day of class. |

**University and Departmental Policy**

Students are expected to complete all the readings, online discussions, quizzes, and PowerPoint presentation and discussion response.

Although this course is completely online, it is equivalent to a traditional face-to-face course in terms of the amount of work that is expected of you. During the semester, you should expect to spend about 10 hours each week both online and off-line doing the course reading, working on your discussion assignments, and preparing for and taking the quiz.

**Expectations**

By signing up for an online course, you are responsible for making sure that you have regular access to adequate and reliable technology to complete all course requirements. You need to make sure that your home or office or campus computers are appropriate for your needs and that they are not going to fail you at key times. Computer problems are **not** an acceptable excuse for not completing required coursework or not completing required coursework on time. **No late work will be accepted under any circumstances.**

For answers to your technology questions:

- visit one of the UWM computer labs including Bolton 225, Union W199, NWQB 1480, Sandburg C280, and Library Learning Commons (W150)—check for specific hours at [http://www4.uwm.edu/technology/authenticated/computer_labs/campus/index.cfm](http://www4.uwm.edu/technology/authenticated/computer_labs/campus/index.cfm)
- call Bolton 225 at 414-229-6151 or Library Learning Commons at 414-229-6418 or the UWM Help Desk at 414 229-4040 if you are in Metro Milwaukee, or just 4040 on a UWM campus phone, or toll free at 1-877-381-3459 within the USA.
- Contact the UWM Help Desk at [http://www4.uwm.edu/technology/help/](http://www4.uwm.edu/technology/help/)

I will be using your UWM e-mail accounts for everything this semester, so check your ePanther account regularly or forward your messages from your ePanther account to the private e-mail account that you use all the time. It is your responsibility to make sure that all
e-mails to your ePanther account related to this course make it to you—so if you are forwarding ePanther e-mails to a private e-mail account (e.g., Gmail account) make sure that it has enough space to receive your ePanther e-mails.

All required coursework should be posted to the course website—NOT sent to my e-mail account as e-mail attachments, which are not accepted. All discussion assignments should be first written in a word processing software package like MS Word and then pasted to the Discussion folder (so that if there is a problem posting, your work is not lost). You should not post your discussion posts as attachments. The project should be submitted in PowerPoint only—no other presentation format is acceptable. It is your responsibility to be proficient in the use of a word processing package like MS Word and PowerPoint. In naming your PowerPoint project, use your last name and first initial. Please do not use usual characters in the filename, i.e., do not use *, &, !, etc., etc.

You should observe the rules of “netiquette” when contributing to an online discussion as part of the discussion assignments. The internet is a hot medium, and people sometimes use intemperate language on the net that they would never use in a classroom. We are all here to learn from each other in a collegial atmosphere. Keep in mind also that online discussions are useful only when they are structured and when points of view are expressed intelligently.

D2L Site

This course will be conducted completely online using a course site on the UWM Desire 2 Learn (D2L) system. The instructions below will help you find your way around the system. If you have taken an online course before that used a D2L site or not, please access the site right away so that you can address any technical problems as soon as possible.

You can access D2L by going to the UWM homepage (http://www.uwm.edu) and clicking on “D2L” near the top middle of the screen. From there, choose your D2L login path (either (a) UWM ePanther account or (b) non ePanther: continuing education, consortium, and non credit students as well as guests without ePanther accounts click on “non ePanther.” For login help, contact your UWM sponsor).

After logging in, click on the link to this geography course, Geog 110-201, “The World: Peoples and Regions.” There is a welcome message from me in the News section, and links across the top of the webpage that correspond with the various areas of the site.

The Content section of the course website addresses major areas that you need to navigate through as we go through the semester:

- The Course Information section is where you will find the major documents for the course, including this syllabus.
- The Discussions section contains a sample discussion assignment with grading criteria/rubric.
- The Quizzes section includes PowerPoint presentations compiled by the publisher of the textbook for each of the required chapters this semester. While the best way to do
well in the quizzes is to carefully read and study each chapter, the chapter PowerPoints will be helpful to reinforce some of the material.

- The PowerPoint Project section contains the instructions for the project.

The Discussions section is where you post your contributions to the online discussions.

The Quizzes section is where you will find the 11 quizzes as well as a required Plagiarism Quiz and required Sample Quiz with some sample multiple choice questions. The 11 quizzes are all timed to 20 minutes, and you have 1 attempt at each quiz. Because of this, make sure you are ready to take each quiz when you start it.

The Dropbox is where you will post your PowerPoint project.

The Grades section is where I will post your grades for each item of coursework. You will be able to access this section of the site to see your grades throughout the semester.

Investment of time (hours) by the average student necessary to achieve the learning goals of the course:

- **DISCUSSIONS (31% of grade):** 45 hours: Time completing and posting
- **QUIZZES (44% of grade):** 58 hours: Time for preparation and study including lecture PPTs and required reading
  - 5 hours: Time taking quizzes
- **PROJECT (25% of grade):** 36 hours: Time completing and posting

The grades for this course will be assigned using the following scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Achievement of outstanding quality.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>Achievement of slightly less than outstanding quality.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Achievement of slightly more than high quality.</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>Achievement of high quality.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>Achievement of slightly less than high quality.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Work of slightly more than acceptable quality.</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>Work of acceptable quality.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>Work of slightly less than acceptable quality.</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>Work slightly below the quality expected.</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>Below the quality expected.</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>Barely above failing.</td>
</tr>
<tr>
<td>F</td>
<td>≤59%</td>
<td>Failure.</td>
</tr>
</tbody>
</table>

Students in L&S can register credit/no credit for one course per semester (with a maximum of eight courses) for courses, other than Honors courses, that are not in the student’s major. Students who register credit/no credit for this course must earn a grade of “C-” or better to receive credit.

There will be no extra credit offered in this course.
Registration Policies for late registration, change, add/drop and withdraw

If your payment is received after the deadline listed in the Schedule of Classes, a late payment fee will be added to your tuition assessment.

Deadline for dropping full-term classes without “W:” Feb. 18.
Deadline to drop or withdraw from full-term classes (“W” on transcript): *Apr. 7.

*After this date, drops and withdrawals require the signature of the instructor and the school/college advising office. Signatures are given on appeal only for non-academic reasons.

Participation by students with disabilities: If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Accommodations for religious observances: Students will be allowed to complete quizzes or other requirements that are missed because of a religious observance. In order for special accommodation to be made, students must contact me as soon as they become aware and before the religious observance.

Accommodations for documented illness: Students will be allowed to complete quizzes or other requirements that are missed because documented illness. In order for special accommodation to be made, students must (a) contact me as soon as they become aware of the situation and before any required work is missed (not after). Please send an e-mail or leave a detailed message on the instructor’s voicemail or on the Department of Geography’s voicemail; and (b) provide written medical documentation.

Accommodations for military service, university-required sports events, subpoenas, jury duty, etc: Students will be allowed to complete quizzes or other requirements that are missed because of required military service, university-required sports events, etc. In order for special accommodation to be made, students must (a) contact me as soon as they are made aware of their upcoming absence and contact me before departing for the absence (so that arrangements for making up the missed work can be made); and must (b) provide written official documentation before departing.

ACADEMIC MISCONDUCT: 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.

Academic misconduct is any act by a student that misrepresents the student's own academic work or that comprises the academic work of another. Examples include cheating on examinations, plagiarizing (misrepresenting as one's own any work done by another), or sabotaging another student's work.

To avoid charges of PLAGIARISM and academic misconduct proceedings, you must accurately and fully cite any sources you use in your written work and PowerPoint presentations. It is perfectly acceptable to quote or paraphrase another’s work if you
appropriately credit the source. If you quote from another author, you must place the quotation in quotation marks, and with the quotation provide the author’s name and date of publication in parenthesis with the page number(s) as well as the full citation in your bibliography (Last name, first name, date of publication, title of publication (if book; if an article or book chapter, then provide the title of the article or book chapter and the name of the book (with authors/editors) or journal), publisher, place of publication, page numbers (for articles and book chapters)). If you paraphrase another author’s words, then you do not need to use quotation marks, but you must still provide the author name and date of publication in parenthesis as well as the full citation in your bibliography.

Examples of plagiarism involving not crediting a source correctly that will be penalized whether intentional or unintentional (from Colin Purrington, http://colinpurrington.com/tips/academic/preventing-plagiarism):

Plagiarism in this class is taken very very seriously and is always penalized—it is the responsibility of the student NOT to plagiarize either intentionally or unintentionally. The following is a rewording of UWM’s academic misconduct policy sanctions at: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm:

Group A sanctions are imposed by the instructor and include the following: an oral reprimand, a written reprimand to the student, a requirement to repeat the work, or the work being graded on its merits (for example, receiving a very low grade for mindlessly cutting and pasting).

Group B Sanctions include: an F for the course, immediate removal of the student from the course, personal probation, and/or a written reprimand to be included in the disciplinary file
of the student.
Group C Sanctions include: disciplinary probation, suspension, or even expulsion.

**Academic Conduct:** You should observe the rules of “netiquette” when contributing to an online discussion in the course. The internet is a hot medium, and people sometimes use intemperate language on the net that they would never use in a classroom. We are all here to learn from each other in a collegial atmosphere. Keep in mind also that discussions are useful only when they are structured and when points of view are expressed intelligently.

**Complaint Procedures:** Students may direct complaints to the head of the academic unit/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/academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

**Sexual Harassment:** Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community that creates an unacceptable working environment.

**Make-up work:** Make-up work is possible only for students with a legitimate documented reason (e.g., verified illness, jury duty, military service, etc. and then ONLY for students who do both of the following: (1) notify the instructor IMMEDIATELY there is a legitimate reason for not being able to complete an upcoming assignment on time and BEFORE (not after) the submission deadline AND (2) provide written verification (e.g., doctor’s note, jury duty letter, military service letter) setting out why the student could not complete the coursework during the period assigned for that coursework. Vacations, etc. do not count as legitimate absences—-if you choose to take a vacation outside of legitimate university holidays (e.g., Spring Break), but must plan on having internet access and completing required coursework while you are away.

**Incompletes:** An “incomplete” grade will be assigned only in extraordinary cases when unexpected conditions prevent a student from completing the requirements of the course within the term of enrollment. 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 substantial 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. An incomplete is not given unless the student proves to the instructor that he/she is prevented from completing course requirements for just cause as indicated above.

**Financial obligation:** The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or withdraw your registration in writing no later than the posted deadline in the Schedule of Classes.

You should also be aware of services that are available to you at UW-M including:
- The Writing Center, online at http://www4.uwm.edu/writingcenter/ or in person at Curtin Hall 127 where you can get help with your writing including correct citation to avoid charges of plagiarism, how to correctly create a bibliography using conventional
formats such as APA.

- BOSS (Be On the Safe Side) shuttle and the free escort service offered by the campus police at night to help protect students and keep UW-M a safer place.