
Semester: Summer 2024
Section: 0101
Classroom and Time: Online Canvas Learning Space

Course webpage: ELMS page
Instructor: Kerry Tripp, JD
Email: ktripp@umd.edu

Office Hours: By appointment on zoom
Email Office: Will respond within 24 hours or less

Classroom and Time: Online Course:
Meet for synchronous class on Zoom on Tuesdays, Wednesdays and Thursdays from 10:00 AM to 1:00 PM US EST

Students set their own schedule for assigned small group meetings for the Final Project:
Wednesday, Thursday and Friday of the last week of class

Learn online on Elms page:
Monday and Friday for the first two weeks of class

Course Description:

This 3-credit asynchronous online course introduces students to using legal analysis when thinking about and respectfully discussing their perspectives on parent/child issues in family law. Students will examine and challenge the topics law and policies, including contentious issues surrounding LGBTQ, Native American Indian, and transracial parent/child relationships. We will look at traditional legal issues like parental rights, custody and foster care and adoption. We will also discuss more headline-grabbing ones like assisted reproduction technologies, medical decision making and education, including how religion impacts these. You will discuss with your peers whether it is child abuse for parents to allow their children to be obese? Or if parents can create pick all the traits of their donor conceived children to create a “designer baby”? Students will use their answers to these questions (and more) to work with
small groups via zoom conferencing technology to propose and draft new laws for either country. Zoom classes are student-driven and discussion-based, allowing students to explore ethical consideration and even a possible life-path. Throughout, students will gain skills to navigate college, from using a syllabus to writing case briefs or concise summaries as desired by employers, to building cultural competency. In so doing, students will be challenged to think critically and see their place in creating actionable change in a society.

**Course Pre and Co Requisites:** n/a

**Course Goals:**

*By the end of this course, you will be able to:*

1. Identify and explain at least three topics on the parent/child relationship and question the legal, traditional, and social issues surrounding them.
2. Interrogate and express your personal views on the ethical considerations surrounding at least three topics on the parent/child relationship.
3. Compare the culture, socioeconomic, religious, legal and policy around at least three topics on the parent/child relationship in order to explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference.
4. Demonstrate strong project management, teamwork, and cross-cultural competency by working with a team to draft proposed legislation around the parent/child relationship.
5. Translate your knowledge, skills and beliefs on the parent/child relationship into policies that reflect an understanding of the basis of human diversity and socially driven constructions of difference.

**Skills Learned or Reinforced in this Course:**

Students will:

a. Learn about the current and past history, law, and public policy of the parent/child relationship and its impact on families in the U.S.;

b. Utilize critical reading skills in the analysis and critique of primary source legal texts and policy; and

c. Use problem-solving skills as they work together in groups to address issues in the parent/child relationship.

**Required Texts and Other Readings:**

*Legal Issues in the Parent/Child Relationship*
Tripp, K.W.
Special edition (2024).
Published by Cognella Academic Publishing
My publisher has created a special course edition of this text for our class to use. The book includes readings that we will use in class to create a foundation, so you should purchase your own online copy. Also, please keep in mind that our institution adheres to copyright law, so any copyrighted material should not be copied or duplicated in any manner. UMD students, to purchase your textbook directly from the publisher. Here is the link: https://store.cognella.com/. If you need any help with ordering from Cognella, feel free to email orders@cognella.com or call 858-552-1120.

Readings assigned throughout the semester will include chapters from the textbook and additional articles from other publications (which will be provided via the Canvas learning space online) as well as Ted Talks, videos and audio recordings.

Required Technology and Other Materials:

The class website will be maintained via Canvas at the following address: https://umd.instructure.com/courses/1355926

This CANVAS-ELMS site will be where the asynchronous learning and participation will take place. To access the website, go to: www.ng.elms.umd.edu. Use the same ID and password assigned to your UMD email account. You can access Canvas from any computer lab on campus or with any internet connection.

Course Communication:

Please contact your professor via email at KTripp@umd.edu or our super TAs with any questions, absences or accommodations.

Course Requirements and Expectations:

This course covers legal and policy issues in family relationships and is interactive, meaning that students should take responsibility for learning the course materials so that they may make a meaningful contribution with student participation in and out of the classroom. Accordingly, students are expected to read the assigned readings, including pages in the chapters in the textbook that covers the daily lecture topic to serve as a basis for their participation in the class discussion boards and/or to confirm their interactive learning with small, low value homework assignments. In addition to short homework assignments, students will take a multiple-choice test, and complete a final project to cover the course materials. Details of this summary are set forth below.

Major Graded Assignments:

<table>
<thead>
<tr>
<th>Grading Structure – percentages</th>
<th>% Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>50%</td>
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<tr>
<td>In-class Participation &amp; Projects</td>
<td>25%</td>
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</table>
GRADED COMPONENTS

1. Assignments:
   a. Application of Materials and Cultural Competence: Weekly Discussion Boards (30%)

Discussion boards allow you to engage with your classmates on your own schedule. At least twice a week students will apply their opinion and analysis of a legal issue from the daily subject matter and respond with cultural competence to the peers’ analysis.

Discussion boards will supplement and reinforce the twice-weekly lectures and subject content through active student learning, writing and communication, and critical analysis skills and allow for cross-cultural sharing. First, students should post their own thoughts on the prompt. Second, students should read at least three other students’ postings. Third, students should write a comment on at least two other students’ postings, in a meaningful way, as set forth in the discussion board instructions. Thus, students are expected to contribute to each discussion at least three times. To earn full credit, all entries must meet the following requirements: (1) be at least 100 words for your first posting; and (2) in so doing, include at least one reference to course content; (3) respond to at least two other student’s posting (of at least 50 words); and (4) be submitted on time. Entries will be graded based on thoughtfulness on the issue and students’ use of the supplemental materials to critically analyze the foundational material. Failure to participate will result in a loss of those points (without the possibility of making them up.
later). To improve your time management skills, students are encouraged to regularly consult the class calendar on the elms page, under the syllabus section.

The prompt for the discussion board is posted at the beginning of the week, as set forth on the course calendar and syllabus.

b. **Individual analysis: Weekly case briefs**. (20%)

You will learn how law students brief cases to provide a concise summary of the court’s decision in the case. In so doing you will learn the job skill of reading complex original source materials (legal case opinions) and summarizing it by analyzing the relevant parts. On the first day of class students will learn how to brief a case and for the first two weeks by Friday you will pick two of the weekly cases that we did not already cover in class and brief them for feedback by the instructor on elms.

2. **In Class Discussion/Projects** (25% total)

   Classes in this course are primarily discussion driven so be prepared to come to class ready to share. Your presence and participation in class discussions and projects is essential in order to do well in this course. Participation will be given out in different forms (group discussion, written projects, polls etc). There are seven (7) zoom classes and students are only responsible for attending five (5). Any additional participation points will count as extra credit. Only students who are present during the zoom class will be allowed to submit these assignments. Exceptions will only be made if the instructor receives a University-approved, excused absence.

3. **Group Work: Proposed new law and explanatory video** (25%).

   Working in assigned teams of students, the group will create a final project that synthesizes their learning from the course into a creative proposal for a new parent/child relationship and their rationale for their proposal. **Students are not expected to do additional research** for this project but instead base the proposed law on a consensus of their personal reflections on the course content. Then, the groups will create and record a short video explaining the proposed law and their rationale for it which they will post on the elms page for other students to view. The video should be about 5 minutes in length. (15%). Students will watch other groups’ videos and provide feedback (5%). Finally, students will individually complete an evaluation of each of their group member’s work in completing the groups’ videos using the RISE model and showing cultural competency (5%).

**Course Grade Calculations:**

Final grades will be based on a percentage of possible points earned across the various graded components.

A+ = 98-100%; A = 93-97 %; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%, D = 63-66%, D- = 60-62%, F = 59% and below
**Caveat:** The instructor reserves the right to modify the above grading scale based on a class curve. Students are also reminded that grades posted on CANVAS-ELMS are for information only and are not a calculation of the student’s final grade award. The instructor will calculate the final grades and assign final letter grades at the end of the semester. Also, any student challenges to grades posted during the term on CANVAS-ELMS must be made before the last week of class.

**LATE ASSIGNMENTS**
Note: No assignment will be accepted for credit after the deadline without UMD approved medical excuse or accommodation.

**Use of Course Assistance Websites and Online Group Forums:**
Course assistance websites, such as CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites AND I DO NOT AUTHORIZE THE USE. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in University Course Related Policies, below.

**UMD University Course Related Policies:**
It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

**Email – The Official University Correspondence:**
Verify your email address by going to www.my.umd.edu. All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and
time-sensitive notices. Students are responsible for keeping their email address up-to-date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email:  
www.helpdesk.umd.edu or call 301-405-1400

**General Course Expectations:**

**Online Lectures**
Each week online lectures will be posted on topics on the subject of the parent/child relationship in the form of Panopto or PowerPoint with audio voiceover. The lectures for the week will be posted by the beginning of the week on Sunday and remain up for the duration of the course in. Students are encouraged to take notes on all material presented and are expected to refer to the materials as part of their assignments and used them for studying for the test.

**Respect for Each Other**
Participation in this course will be conducted through the weekly ELMS page discussion boards and the weekly zoom/live class on Tuesdays. Although everyone will not always agree with each other, everyone will be respectful of others in the class; this involves respectfully disagreeing to others’ online posts or live/zoom discussions and refraining from any derogatory comments or name calling in the entries or live/zoom class. If the instructor deems a student is acting in a disrespectful or uncivil manner, the instructor may remove the student’s entry from the site and the student will not receive credit for that posting or exclude the student from the zoom/live class. All UMD University student codes of conduct and regulations apply. (See last page.) **

**Plagiarism**
It should go without saying any student who plagiarizes on ANY assignment may fail the class and/or be turned into the UMD honor system. Students with questions as to what plagiarism is, please contact the instructor. Rule of thumb: cite it! All University student codes of conduct and regulations apply. (See last page.) **

**Deadlines**
Deadlines are there for a reason; they keep the student on track. If a student misses a deadline, depending on the assignment, the student will either not receive the allotted points or have points deducted – this is non-negotiable.

**Absences**
Students agree that the opportunity to meet with and discuss issues with their classmates is the highlight of the class, so students are encouraged to attend all of the zoom/online classes. Students’ grades are based in part on their involvement in the zoom class problem solving and discussion. To accommodate life’s uncertainties, however, students can miss one zoom class
during the semester without penalty to their grades. For online assignments during the week, in this online course, students have flexibility in accessing the course materials during the week. In the rare situation when medical illness prevents you from completing the class materials on a timely basis, you must contact the instructor immediately and you must provide note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance with written documentation from an appropriate health care provider/organization. If you are unable to meet the deadlines for discussions or other participation exercises, it is unlikely that you will be able to make it up to obtain credit as the purpose of the exercise is to work with others to create the work product so that students appreciate the diversity of ideas and practice group work skills of leadership and responsibility. A link to pull information on the new policy covering absences from class can be found at: http://www.president.umd.edu/policies/v100g.html.

Course Procedures and Policies:

Late work and Missed Exams / Assignments:
Students should submit all examinations, homework, and papers on the DUE DATE and a make-up for the test will only be given for University-accepted excuses, including serious illness, accident or other serious extenuating circumstances (see above) and upon receipt of University-accepted documentation, which must be presented within one day of returning from the absence. Failure to meet these requirements will preclude make-up of the work.

Group Work:
You are expected to do your own work (working alone) during the first part of the semester on the test and assignments unless it is otherwise specified below or by the instructor. In the second part of the semester, when group work is required, the instructor will give instructions on what each member should do to contribute to the group’s project and how each group member can evaluate each other’s contributions. Note, during your teamwork, if you have a team member who is not contributing equally, you must address this issue directly with the offending member. This is consistent with the proactive personality all successful global citizens must have. If, however, you are unable to resolve the conflict, please make an appointment with the course TAs for possible assistance. Additionally, peer evaluations for the final project will be provided during the last week of class. Any student who receives uniformly bad marks from teammates on the group peer evaluation will have their final project grade decreased by one full grade level.

Available Support Services:
For UMD students, learning Assistance Service programs and short courses, the Writing Center, library facilities/tools, computer facilities, and helpdesk at OIT (301-405-1400). Remember, you are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting
http://ter.ps/writing and scheduling an appointment with the campus Writing Center. Finally, if you just need someone to talk to visit http://www.counseling.umd.edu.

Acceptable Levels of Collaboration:

The following table lists levels of collaboration that are acceptable for each type of graded exercise. See each CANVAS-ELMS page for academic integrity expectations for each individual assignment. If you are ever unsure about acceptable levels of collaboration, please ask!

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<thead>
<tr>
<th></th>
<th>OPEN NOTES</th>
<th>USE BOOK</th>
<th>Discussion with Peers but individual deliverable</th>
<th>SEARCH ONLINE</th>
<th>WORK IN GROUPS Group creation of deliverable</th>
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</thead>
<tbody>
<tr>
<td>Individual Assignments</td>
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<tr>
<td>Group Assignments, including the Final Project</td>
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<tr>
<td>Homework Assignments</td>
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Religious Holidays:

It is University policy that students will not be penalized for religious observation. You shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, you must contact me before the absence with a written notification of the projected absence, and arrangements will be made for make-up work. If you participate in a religious observance that conflicts with attendance or assignment completion in this class, please let me know before the second week of class, so that we can make the appropriate arrangements.

Accommodations for Students with Disabilities:

If you have a documented disability or other special needs and wish to discuss appropriate academic accommodations, please contact me as soon as possible. You must provide me with documentation from Disability Support Services (DSS) by the second week of class, so we can make appropriate arrangements. If you have a disability, but have not yet registered with the University, please do so by contacting DSS as soon as possible (301.314.7682 or 301.405.7683 TDD). Accommodations cannot be made without appropriate documentation.
<table>
<thead>
<tr>
<th>Day</th>
<th>Week, Dates, &amp; Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Day 1</td>
<td><strong>Legal issue: What is a family under the law?</strong></td>
<td><strong>Read:</strong> Textbook: Chapter 1, pages 1-10.</td>
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<td></td>
<td><strong>Watch Lecture #1: Introduction to the family and legal research</strong></td>
<td><strong>Assignment:</strong> Discuss Board #1 - Your initial posting is due today and your response to others is due by Sunday night</td>
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<td></td>
<td><strong>Recommended Watch:</strong> Dr. Tripp’s Introductory Video</td>
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<td></td>
<td><strong><a href="https://nobaproject.com/modules/the-family#content">https://nobaproject.com/modules/the-family#content</a></strong></td>
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<td></td>
<td><strong>Day 2</strong></td>
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<td></td>
<td><strong>Legal issue: Who is a parent?</strong></td>
<td><strong>Read:</strong> Textbook: Chapter 2, pages 1 to 11.</td>
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<td></td>
<td><strong>Live Session #1-Tuesday, Full class &amp; small break out groups on Zoom</strong></td>
<td><strong>International students recommended watch:</strong> <em>A day in the life of a UMD student</em></td>
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<td><strong>Day 3</strong></td>
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<td></td>
<td><strong>Legal issue: Foster Care and Adoption; Parental Rights, including Prisoner’s rights and Open Adoption</strong></td>
<td><strong>Read:</strong> Textbook: Pages 17-19, 32-37, 55-56.</td>
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<td><strong>Live Session #2-Wednesday, Full class &amp; small break out groups on Zoom</strong></td>
<td><strong>Watch: Adoption Video</strong></td>
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<td><strong>Day 4</strong></td>
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<td></td>
<td><strong>Legal issue: Custody/Guardianship &amp; Financial Support</strong></td>
<td><strong>Read:</strong> Textbook pages 11-22.</td>
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<td><strong>Live Session #3-Thursday, Full class &amp; small break out groups on Zoom</strong></td>
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*Sample*
| Day 5 | **Legal Issues: Constitutional Issues in Parental Rights**  
Watch Lecture Video #2: The Constitution in Family Law | Read:  
Textbook, Chapter 3, page 1-15  
**Week 1 Case Briefs Due.**  
**ELMS Bulletin Board #1:** Post your 2 favorite class topics for the final project |  
*All the above is due by Sunday 11:59 pm EST* |

**Week 2, July XX Topic: EDUCATION**

| Day 1 | **Legal Issue: Parent’s Rights and the Constitution**  
Watch Lecture Video #3:  
● Lecture #3: Parents’ Bill of Rights | Textbook Chapter 3, pages 1-8  
**Discussion Board #2:** Your initial posting is due today and your response to others is due by Sunday night |  
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| Day 2 | **Legal Issue: Children’s Rights and the Constitution**  
Live Session #4-Tuesday, Full class & small break out groups on Zoom | Textbook Chapter 3, pages 8-12 |  
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| Day 3 | **Legal Issue: Sex Education and the Constitution**  
Live Session #5-Wednesday, Full class & small break out groups on Zoom | Textbook Chapter 3, page 12-22 |  
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| Day 4 | **Legal Issue: Equity: Residential School and Segregation**  
Live Session #6-Thursday, Full class & small break out groups on Zoom | Textbook Chapter 3, pages XX-XX |  
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| Day 5 | **Watch How the US Stole our Children.**  
[https://www.youtube.com/watch?v=UGqWRyBCHhw&autoplay=1&mute=0](https://www.youtube.com/watch?v=UGqWRyBCHhw&autoplay=1&mute=0) | **Assignment:**  
Week 2 Case Briefs #2 Due  
**Bulletin Board #2:** Return to board and cluster your note with others to try and form a group (4 students max) |  
*All the above due by Sunday 11:59 pm EST* |

**Instructor Announces Final Project Groups on ELMS**
| Week 3, July XX, Topic(s): MEDICAL DECISION MAKING & GROUP WORK-FINAL PROJECT |
|-----------------|-----------------|-----------------|
| **Day 1**       | Legal Issue: Is Obesity Child Abuse? | **Group Assignment:** Read Journal Article in Textbook: Chapter 4, 20-35  
Discussion Board #3-Your initial post due Wednesday and your response to others due by Sunday night |
| **Day 2**       | Legal Issue: Assisted Reproduction Technology: Rights of child, father, donors, mothers  
Live Session #7-Tuesday, Full class & small break out groups on Zoom | **Read:** Textbook Chapter 3 1-15  
**Reiber v Reese**  
**Watch at least 1:**  
I'm an American surrogate and I'm carrying a Chinese baby, CNN Business  
Damaged Babies & Broken Hearts: Ukraine's commercial surrogacy industry, ABC News Foreign Correspondent  
Sperm donor plans to father 2500 children, 60 Minutes Australia  
**Recommended Listen:**  
| **Day 3**       | Topic Group Work: Final Project-What is Missing? Propose and create a new law or policy on the parent-child relationship. | **Group Assignment:** Combine individual sections of the final paper and complete draft  
Create script for video presentation, assign roles and practice |
<p>| <strong>Day 4</strong>       | Topic Group Work: Final Project-What is Missing? Create a new law or policy on the parent-child relationship and record it on a video (5 minutes) | <strong>Group Assignment:</strong> Record your video and submit one group video on ELMS in the Discussion Board #3 by Thursday night, July Xth by 11:59 PM US EST |</p>
<table>
<thead>
<tr>
<th>Day 5</th>
<th><strong>Topic Group Work:</strong> Final Project - What is Missing? Finish it up!</th>
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<tbody>
<tr>
<td></td>
<td><strong>Individual Assignments:</strong></td>
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<tr>
<td></td>
<td><strong>Discussion Board 4:</strong> Comment on Classmate’s videos due by Sunday, July 11 11:59 PM EST</td>
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<td><strong>Evaluation:</strong> Critique of group partners using the RISE model due by Sunday, July X 11 11:59 PM EST</td>
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<td>Video due by Friday and the rest due by Sunday 11:59 pm EST</td>
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<tr>
<td></td>
<td>EVAL COURSE EVALUATION CLOSES</td>
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</tbody>
</table>

**Please Note:** This is a tentative schedule, and subject to change as necessary. To make sure you are current on due dates, assignments, etc., please read the announcement sections of CANVAS-ELMS page for changes in deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Compliance & Class Recordings

Yes, I have read the syllabus for FMSC 123, Summer 2024 including the passages from the Code of Academic Integrity and the Code of Student Conduct, and I understand all requirements of this class.

Student’s Name (Print): Student’s Signature: Date: ____________________________

*Copies of these documents are available from the Office of Judicial Programs, 2118 Mitchell Building or on the web at http://www.inform.umd.edu/jpo/. Students are encouraged to obtain copies of these documents and read them in their entirety.

Class sessions may be recorded (e.g. Zoom, Panapto, etc.) for classroom use by enrolled students and instructors as needed for absences and related reasons. The recordings will not be used for any other purpose and will only be accessible by students and instructors in the password-protected ELMS classroom site.