

SUMMER SYLLABUS 2020

Intensive FCS 5370 Family Violence Online

Dr. Sonia Salari

sonia.salari@utah.edu

Office hours: Zoom Review Sessions & by appt

AEB 252 Office 801-581-5725

Class meets MTWThF May 27 to June 9 Condensed Lectures, 2 exams 6/10-6/30 term paper



Objectives of the Course

- Provide an intensive examination of family violence with 70% of the course completed within 10 days—Term paper draft feedback and final version due 20 days later.
- We will examine prevalence estimates, severity and forms of family violence.
- Dispel myths, and provide evidence of the realities and controversies in the field.
- Examine challenges to empirical researchers and the theoretical perspectives in the field.
- Investigate cross-cultural and international domestic violence patterns.
- Examine prevention policies, punishment, survival and treatment.
- Introduce students to community professionals and experts in the field of family violence.
- Increase student communication proficiency by incorporating written research and creative projects into the study of family violence and maltreatment—The course includes professional models, citation instruction and research project feedback.
- Utilization of technology in the professional communication concerning family violence and mistreatment.
- Students learn about community resources, such as the DCFS 855-323-3237; Adult Protective Services APS 800-371-7897; Utah UDVC LINKLINE 800-897-5465,

TEXTBOOK

Salari, Sonia (2015) *Family Violence Across the Life Course: Research, Policy and Prevention*. Kendall Hunt Publishers. (Available in bookstore or paperback/ebook versions

<http://www.kendallhunt.com/salari/>)*

*Proceeds from sales to class are donated to South Valley Services, Domestic Violence Shelter, West Jordan, UT or other DV organization.

Additional Readings in FILES on Canvas

LECTURES, GUEST SPEAKERS AND HANDOUTS

CANVAS in FILES Folders

Course Evaluation:

- Mid-term exam 1 (mult-choice, TF, definitions, essay) 20%
- Final Exam (in class (same format) or take-home essays) 30%
- Class Participation (discussions, peer and class exercises) 10%
- Topic Essay (see list of options pg 3, or propose another) 10%
- Research paper (literature review of current knowledge on topic) 30%

Grades are based on a 100 point scale A=94% or better, A- from 90 to 93.9%, B+ 87 to 89.9, B=84 to 86.9%, etc.

Class Participation: Students will be given discussion questions for attendance and participation points. For example, a video in MODULES might be assigned (or 2 segments out of 3), and students submit answers to questions which will assist studying for the exams. We also have a peer exercise where students read and feedback on each other's 2 page topic papers on 6/4. Students are encouraged to be active in discussions and exercises to promote learning. **TOPICS ARE SENSITIVE**, so students should review the syllabus to determine whether they wish to commit to the course. Occasional graphic photos of disturbing scenes are shown (such as evidence of child or elder abuse). The course also covers issues such as murder suicide, female genital mutilation, honor killings, dowry deaths and intimate partner attacks. Materials with difficult content are identified and those with an objection to a particular subtopic or media presentation may arrange for approval from the professor to engage in an alternate educational experience.

ONLINE Exam Format: multiple choice (25 @ 2 points each), true/false (10 @ 1 pt each), 5 definitions (3 points each) and an essay (1 out of a choice of 3; 25 points). **REVIEW SHEETS are on Canvas** for the two exams to provide sample questions from lectures, guest speakers, presentations and readings to be represented on the test. Students who have a disability are encouraged to confirm with Center for Disability Services CDS to arrange for accommodation. ONLINE Exams use a test bank with unique questions for each student. The exams are not proctored, use of book and notes is permitted. Time limits mean you must be studied and prepared for optimal answers.

MODULES on Canvas will provide additional project ideas and resources by linking to videos and additional readings for the upcoming week's topics. The purpose is to keep you thinking about our subject matter, and to steer you toward quality films, lectures, policy analyses and prevention mechanisms. The modules will appear on Canvas just after class on Tuesdays—giving a preview of our topic for the following week.

TOPIC PAPERS—2 pages See potential topics, tips and instructions below.

TERM PAPER—**8 pgs text (10 pages including bibliography--12 pgs for graduate students).**

- 1) Possible research topics are listed on this syllabus, or students may choose another topic of interest that is relevant to the course. Paper **2 PAGE TOPIC ESSAY due 6/4**
- 2) **Peer exercise assigned online, then professor feedback and resubmit option by 6/10.**
- 3) All papers need a title page (including a title ☺)
- 4) Originality is a plus! Some topics are broad and I've read thousands—can you teach me something I didn't already know?
- 5) References should be properly cited in the text and bibliography. Use APA or ASA style--see citation instruction sheet on end of syllabus.
- 6) **EARLY DRAFTS** for feedback are optional, and must be submitted **via CANVAS by 6/17 11:59 pm--** You should hear back within a few days.
- 7) **FINAL PAPER DUE 6/30 submitted online PDF format Canvas.**

Possible Research Paper / Presentation Topics—or choose another with notice

Partner abuse topics

- cohabiting partners
- marital rape
- physical abuse of a population
- emotional/psych abuse “
- stalking/cyber stalking
- immigrants/mail order bride
- shelters/DV homelessness
- consequences, PTSD, etc.
- restraining orders
- date rape/dating violence
- gay/lesbian couples
- Human Trafficking
- dowry violence/India
- victim’s rights
- lethality assessments LAP
- VAWA Violence Against Women Act
- International comparisons (choose a country or 2)
- Family abuse in polygamous units
- Murder/Suicide
- Pro-arrest policies
- Animal abuse & DV
- Drug use and family abuse
- Socioeconomic Status and Family Violence
- Military or Police Families (PTSD, etc.)
- Resilience in specific populations
- Criminal Justice vs Restorative Justice
- Prison vs. community intervention

Child abuse topics

- sibling abuse
- sexual abuse, incest
- physical abuse
- emotional/psych abuse
- ritualistic abuse
- neglect of child/elder/disabled
- prevention campaigns
- consequences/treatment
- child protective services
- Factitious/ Munchausen by proxy
- Abusive head Trauma/
shaken baby syndrome
- infanticide
- Adverse Childhood Experiences (ACES)
- Trafficking children, child brides

Elder abuse topics

- financial abuse/exploitation
- sexual abuse specific perpetrator or victim
- physical abuse
- emotional/psych abuse
- abuse by dementia caregivers
- neglect (med/psych/phys)
- self abuse, neglect
- consequences/treatment
- adult protective services
- infantilization
- self abuse/suicide
- involuntary euthanasia
- specific topics within IPV
- CAPTA Child Abuse Prevention and Treatment Act
- Female genital mutilation (FGM)
- “Parent’s Rights”
- Post-partum depression/psychosis—child abuse/homicide
- Police & court response to DV
- Drug use in pregnancy
- mental illness and family abuse
(e.g., Personality Disorders—NPD, BPD)
- Prevention Strategies
- DV and Mass Shootings
- Video Games/violence in culture in families
- Technology as prevention or the opposite?

RESEARCH TOPIC ESSAYS AND PEER EXERCISE DUE 6/4 in 2 page, double spaced essay for 10% of the grade. Students will exchange electronic topic paper with another student for feedback. The papers encourage an exploration of a topic of interest, provide a proposed outline, do a preliminary literature review, perhaps a citation or two in **APA format (see citation instructions on this syllabus)**. Final term papers need at least 5 recent, peer reviewed sources. Grades will be positively influenced by a **title page** (which reminds writer to include a title and their name, other info), **an introductory paragraph** describing the link to family violence, why is this an issue worthy of study? Can it apply to anything we have learned? Is there a relevant **case study** you could include? An **interview** of a person working in the field? Single space and indent these creative additions. Then you can **‘unpack’ the information** in your writing below. Familiarize yourself with current peer reviewed research available and describe your planned investigation. First person is okay for this assignment, but the final paper should reflect **scientific language** (tends to be 3rd person). **Originality** is highly valued and feedback will advise regarding topic scope (too broad, narrow). **Embrace the feedback, it will empower you to improve your future writing.** This assignment will provide students with a head start on their final research project. If you eventually change your topic, inform professor for additional feedback. You may resubmit the topic paper after you receive your grade (**optional revise and resubmit by 6/10**).

FINAL PROJECT DUE 6/30 RESEARCH TIPS Use critical thinking skills to uncover questions about social structures, policy enactment, enforcement efforts, and cultural expectations that may promote or discourage family violence. How might society prevent or reduce a chosen form of violence? What are the challenges to professionals in the field? Paraphrase and **cite at least 5 recent peer reviewed journal articles/books** in the text of the paper/presentation and in the bibliography. Journal and book references are ideal, newspaper articles are good for recent information, websites for government documents and official organizations are more reputable than information found on random internet websites. For internet sources you must indicate the organization or government office producing the document, the author, title, and a short simplified web address (not a long string of cyber lingo). In addition, personal interviews of victims, perpetrators or service providers could add an interesting case study to the project—cite those in addition to the 5 peer-reviewed academic sources. The Salari FVALC book could be included, but do not “count” our class readings as one of the 5 researched sources. Remember, your counterparts may be using more than 5 sources. **REQUIRED:** Students must produce original research for this topic--**NO RETREADS**—papers handed in elsewhere, borrowed work, plagiarism of published studies, etc.

Course & Reading Schedule:

READINGS

<p>Day 1 May 27 Introduction to family violence Research Methods, Theoretical Perspectives Private Family & Social Desirability Intro APA citation format, peer reviewed references</p>	<p>Salari FVALC, Ch. 1 Citation Instructions syllabus</p>
<p>Day 2 May 28 Types of violence in families Myths & realities of partner abuse Media, gender, romance and DV in society Choosing research topic, scientific language, Case studies, qualitative vs. quantitative inquiry</p>	<p>Johnson & Ferraro (on Canvas) Salari FVALC Book, Ch. 1</p>
<p>Day 3 May 29 Psychological & emotional abuse Child/elderly psych abuse Psychological Terrorism —Psychological abuse discussion & exercise Personality disorders Stalking as psych abuse, stalking in our culture/songs Communication using power point, prezi outlines</p>	<p>Salari FVALC Book, Ch. 3 Weiss Handouts (on Canvas) Weiss : Judy North (on Canvas)</p>
<p>Day 4 June 1 International Family Violence Is DV Universal? US & high income countries, developing world Oppression, social structure & policies influencing DV Videos, Let her Die, Saving Face and Bangladesh man reducing wife abuse India: dowry violence & female infanticide DV in South Africa, Mexico, Middle East, Human trafficking, FGM, honor violence Sex abuse, acquaintance, stranger and marital rape Internet research tools & citation tips</p>	<p>Salari FVALC, Ch. 2</p>

- Day 5 June 2 Child physical abuse & neglect
Shaken Baby Syndrome, Munchausen by Proxy Salari FVALC, Ch. 5
Sibling abuse, sexual abuse, dating violence/rape
DCFS—Child Protective Services
Professional model: GUEST SPEAKER
ZOOM Recorded Mid-term Review
- Day 6 June 3 **ONLINE EXAM 1**
Part II Fatal Family Violence Lecture Salari FVALC, Ch. 4
Homicides by age and relationship in America Allen, et al 2020
Intimate Partner Homicide Suicide in 3 age categories
Intimate partners & familicide
Mercy killing, suicide pacts & DV
Guest Speaker: Victim, Survivor & Advocate
- Day 7 June 4 Diverse populations & domestic violence
Elder physical abuse, neglect, exploitation, self abuse Salari FVALC, Ch. 6
Vulnerable adult—disabled, “Spouse abuse grown old,” APS Adult Protective Services
Gay Men, Lesbian Women, Polygamy, Isolation & DV Salari FVALC, Ch. 7
Communication: Presentation of difficult material
PEER EXERCISE –TOPIC PAPERS DUE
- Day 8 June 5 Law enforcement & family violence Salari FVALC, Ch. 8
Pro-Arrest Policy—Tracy Thurman Lawsuit Lethality Assessment Protocol
Primary Aggressor Analysis
Police Offenders—Tacoma
Child Witnessing DV—Child Abuse
Victim’s Rights—Shelter Services,
Guest Speaker
- Day 9 June 8 Public vs. Private Family Salari FVALC, Ch. 9
VOCA Victims of Crime Act
VAWA Violence Against Women Act
CAPTA Child Abuse Prevention & Treatment Act
Hawaii Healthy Start Program—Home visitation
Elder Justice Act, Older American’s Act
APS, DCFS Child Protective Services
Prevention & Response
Strengths & weaknesses of shelter programs
Battering Intervention Programs
Future Directions in Research & Community Protection
Public Service Campaigns—Education & Effectiveness
Zoom Recorded Review Session
- Day 10 June 9 **FINAL EXAM 2 HOURS – ONLINE JUNE 9 --not cumulative**
- JUNE 17 **OPTIONAL DRAFT For FEEDBACK**
EMAIL on CANVAS FIRST DRAFT OF RESEARCH PAPER
- DUE 6/30 **FINAL PAPERS DUE JUNE 30 Submit PDF on Canvas**

Readings on Canvas

Johnson, M.P. & Ferraro, K.J. (2005). "Research on Domestic Violence: Making Distinctions." In Skolnick, A.S. & Skolnick, J.H. Family In Transition, 13th Ed. Boston: Allyn & Bacon.
ISBN 0-205-41823-6.

Weiss, E. (2000). Judy North: It Was As Though He Had An Invisible Whip. Surviving Domestic Violence: Voices of Women Who Broke Free. Agreka Books.
ISBN 1888106964

CANVAS MODULES SCHEDULE –For Optional Resources Related to Daily Topics

Day 1 Introduction, research methods, costs of family violence

[Domestic Violence Costs the Economy Billions](#)

- • [Gender Based Violence and Violence Against Women as a Public Health Issue](#)
- • [Former Perpetrator Story: Talking about Domestic Violence Wiremu's Story](#)
- • [READINGJohnsonFerraro.pdf](#)
- • [FIRSTCHAPTER.pdf](#)

Day 2 Psychological and Emotional Abuse

[Red Flags an Emotionally Abusive Relationship](#)

- • [How to deal with gaslighting \(child abuse\) Ariel Leve](#)
- • [Helpful Strategies when a Loved One Has BPD](#)
- • [Narcissistic Personality Disorder and Domestic Violence](#)
- • [READINGJUDYNORTHWeissCh2.pdf](#)

Day 3 International Family Violence

- • [Fighting Forced Marriages and Honor Based Abuse](#)
 - • [Honor Killing In Western World](#)
 - • [World Health Organization : Violence Against Women: Strengthening the Health System Response](#)
 - • [1 in 10 victims of Coercive Control in UK are Men](#)
- oo Academy Award Winner 2013 Documentary "Saving Face" Parts I II III Acid Burn Abuse Pakistan
<https://www.youtube.com/watch?v=NtVnQ92L7-g> <https://www.youtube.com/watch?v=4V0Uv9970Y>
<https://www.youtube.com/watch?v=T5rd-kN0ng0>

Day 4 Child Abuse, Sexual Assault, Intrafamilial Sexual Abuse, Domestic Human Trafficking

[Preventing Adverse Childhood Experiences \(ACEs\) Introduction](#)

[End it Now: Understanding and Preventing Child Abuse](#)

- • [CDC What are Child Abuse and Neglect?](#)
- • [Period of Purple Crying](#)
- • [Preventing Child Head Trauma: Crying Connection](#)
- • [Child Neglect of Four Brothers found Starving --Oprah OWN](#)
- • [Munchausen Syndrome by Proxy : Factitious Disorder Imposed upon Another](#)
- • [The Toxic Triad: Animal Abuse, Domestic Violence and Child Abuse](#)
- • [The 5 Browns: Digging through The Darkness --Intrafamilial Child Sexual Abuse --Adult Survivors](#)

Day 5 Child Abuse II: Intervention, CPS, Family Preservation/Reunification, Cost of Child Abuse, Dating Violence, Sexual Assault, Campus Abuse

[Family Preservation: Helen's Story](#)

- • [NPR Alternatives to Foster Care](#)

- • [Disturbing, Heartbreaking Reality for CPS Workers](#)
- • [Reimagining Masculinity: My journey as a male sexual assault survivor, Landon Wilcock](#)
- • [I was human trafficked for 10 years, Barbara Amaya](#)
- • [Hunting Ground Trailer \(you can rent full length\)](#)
- • [Campus Sexual Assault--The Hunting Ground segment](#)
- • [Lady Gaga - Til it Happens to You](#)
- • [#ThatsNotLove](#)

Day 6 Fatal Family Violence, Homicide, Suicide & Familicide, Lethality Assessment Protocol
[Warning Signs of An Abusive Relationship Becoming Violent or ending in Homicide](#)

- • [PBS Disturbing Data Shows How often Domestic Violence Turns Deadly](#)
- • [UDVC Webinar on Lethality Assessment Protocol in Utah, Claire Mosby](#)
- • [What is Post Partum Psychosis, Teresa Twomey](#)
- • [Broken Harts Podcast - 6 African American children adopted by Sarah and Jennifer Hart --ends in familicide](#)
- • [Cold Podcast : Disappearance of Susan Powell](#)

oo Top of Mind, Salari, Guest "The Link Between Mass Shootings, Domestic Violence and Suicide." radio interview Julie Rose, BYURadio.org Sirius Radio Channel 143, 11/22/17

Day 7 Diverse Populations Elder Abuse, Financial Exploitation

[Unforgotten: Twenty-five Years after Willowbrook](#)

- • [Elder Mail Order Bride Scam](#)
- • [Elder Abuse Investigation Using Hidden Surveillance Cameras in Long Island Nursing Home](#)
- • [Mickey Rooney Testifies about Elder Abuse](#)
- • [CDC Elder Abuse Webpage](#)
- • [An Age For Justice](#)

[PBS "Above the Law" Responding to DV on Indian Reservations](#)

- • [Breaking Polygamy: The Education of Willie Steed](#)
- • [20/20 Breaking Polygamy](#)
- • [The Day Ahead Examines LGBTQ Domestic Violence](#)

Day 8 Law Enforcement and Military Family Violence Risk and Enforcement

[FCS5370ReadingChildAbuseMilitaryFamilies2015.pdf](#)

- • [Senate Hearing on Domestic Violence and Child Abuse in the US Military, March 2018](#)
- • [Lindon Police Officer Kills Family, Himself Quadruple Murder Suicide](#)
- • [Excerpts of News Reports of Tacoma Police Chief's Killing of Wife Chrystal Brame](#)
- • [Officer Kelly Park - Police perspective on family violence](#)
- • [New York Innovative Integrated Domestic Violence Court](#)
- • [Winnebago DV Courts Work with Community --Integrative, Innovative Court](#)
- • [Ada Idaho: Lethality Assessment Protocol used in Integrated DV Violence Court](#)
- • [Dallas County Designated Family Violence Court](#)

Day 9 DV Policy, Victim's Rights, OVW, Shelter & Treatment

[Policies on Child Permanency](#)

- • [Federal Housing Rights of Victims of Domestic Violence](#)
- • [Call Me Dad / Real Stories : Batterer Intervention Program Documentary Australia - Language Advisory](#)

- • [Introducing the Purina Play Haven and Dog Park \(Shelters which accept pets\)](#)

[DV and Pets](#)

Tertiary and Primary Prevention

[We Can Prevent ACES](#)

- • [One Love Foundation](#)
- • [Couplets -](#)

oo Center For Relationship Abuse Awareness : Education & Action, Universities

RESEARCH PAPER REFERENCE CITATION INSTRUCTIONS--APA Style

Students must properly cite their sources of information in a bibliography and throughout the text of a paper. For example, if you used information from Jones 2010, you would write:

Jones (2010) reports that....

or

Children living in homes where parents are addicted to methamphetamine are living in dangerous conditions and may be severely neglected (Jones, 2010).

On the bibliography page, the citations should be properly listed in alphabetical order. For citations, follow the examples below:

For a Book:

Jones, R.A. (2010) Child Abuse: A Policy Concern. Newbury Park, CA, Sage Publications, Inc.

For a Chapter in an Edited Book:--Remember to give credit to the author of chapter

Jones, R.A. (2010) "Child Abuse 2010" In Brown, B.S. & Ford, S.W. (Eds.) The Grim Predictions of Future Family Abuse. New York, Springer Publishers.

For a Journal Article:

Jones, R.A. (2010) "Child Abuse Crisis: Who is Cares?" Journal of Marriage and Family. 35(3)457-468.

(In this case, 35 is the volume number, 3 is the issue and 457-468 are the page numbers).

Multiple Authors of one Article: Cite them all in the bibliography. If 3 or more, in text cite ...Child abuse harms more children than auto accidents (Jones et al, 2010).

If only two authors, always cite both in the text of the paper.

Always give full credit to the original study, even if it was cited in another book.

Internet sources--Be aware that anyone can put anything onto the internet (not necessarily accurate). I want to know who put the info you got online. Try to list as much info as you can about who is responsible for the listing. You should also provide the internet address in the citation and date accessed.

For papers, failure to cite sources of information throughout the text of the paper and in the reference list will result in severe point loss. Late papers may not be accepted and if accepted, will be severely penalized (3 points per day overdue, including weekend days).

UNIVERSITY AND DEPARTMENTAL STANDARD SYLLABUS ITEMS

1. **The Americans with Disabilities Act** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building (801)581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. **Campus Safety**: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu. You can also contact community resources such as UDVC LINKline if you are endangered by an intimate partner, dating prospect or stalker 801-897-LINK (5465)
3. **Addressing Sexual Misconduct**. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offences against other protected categories, such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, (801)581-8365 or the Office of Dean of Students, 270 Union Building, (801)581-7066. For support and confidential consultation, contact the Center for Student Wellness 426 SSB, (801)581-7776. To report to the police, contact the Department of Public Safety, (801)585-2677 (COPS).
4. **Academic Honesty**: All honesty and plagiarism policies established by the University of Utah will be upheld in this class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments, and **submitting the same work for more than one course without the permission of both instructors**. Original authors and researchers will be given credit for their work by using citations/reference list on written assignments (with the exception of exams). Avoid the urge to over-rely on direct quotes; paraphrase most material cited on a term paper. If it is discovered that you have engaged in academic misconduct, **the Family & Consumer Studies departmental policy requires a failing grade in the course** and be reported to the Dean and the VP for Academic Affairs, who will keep your name on record. Should you be reported more than once, you may face University expulsion. For further information about the University of Utah's policies regarding academic misconduct, please refer to the online version of the Student Handbook and look for "University Code": <http://www.acs.utah.edu/sched/handbook/toc.htm>
5. **Behavioral Issues**: Tuition is paid for courses at the university. Students are encouraged to participate in discussions, but should refrain from negative behaviors which bully individuals or disrupt class. Verbal and/or written notification will be provided, and this may be shared with the department chair and other officials. Concerning actions may also be reported to the behavioral intervention team.
6. **University Drop and Withdrawal Policies**: You may *drop* this class without penalty or permission until the date specified in the schedule. You may *withdraw* from the course without permission during the scheduled withdrawal period, but a "W" will be recorded on your academic record, and applicable tuition and fees will be assessed. After the last day to drop, you will not be allowed to withdraw from this course. If you have any questions regarding this policy, please contact the Office of Admissions and Registrar at (801) 581-5808.
7. **Incompletes**: In order to qualify for an "Incomplete" in any University of Utah course, you must complete no less than 80% of the course work *and* be in good standing (i.e., have earned at least a C on all completed work) *and* receive permission from the instructor. **The FCS Department Policy is that students who do not complete the work within 1 year will automatically receive a failing grade.**

___ It is the professor's prerogative to not accept late assignments or to assign a lower grade

___ Note: Attempts will be made to stick to the original syllabus dates and deadlines. The syllabus is not a binding, legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

___ Technology Statement:

It is expected that students will maintain a respectful and civil atmosphere during class meetings and online. Thus, expectations are that students:

- Refrain from online trolling, stalking and offensive statements to other classmates.
- When students share personal feedback, it is meant to stay within the borders of the course.
- Prevent disruptions –including but not limited to muting unless raising hand or speaking in Zoom meetings.

- In order to maintain a positive, civil environment for learning with goals described in the University of Utah's Student Code, *“the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”*