SYLLABUS FCS 5370  FAMILY VIOLENCE (CW) ONLINE

Dr. Sonia Salari
sonia.salari@utah.edu

Office hours: Tues before Zoom Class and by zoom appt
AEB 252 Office, Phone 801-581-5725
HYBRID: Class meets Tues 2-4:30 ONLINE voice-over options

Objectives of the Course
- Introduce students to the estimates of prevalence, severity, and types 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, www.udvc.org, Campus Safety 5-COPS, SafeUT App, www.211ut.org, resiliency center HSEB 5th Floor 801-213-2991, UNI Crisis 801-587-3000

TEXTBOOK
http://www.kendallhunt.com/salari/)*
*Proceeds from sales to class are donated to South Valley Services, Domestic Violence Shelter, West Jordan, UT and UDVC

Additional Course Readings on Canvas in MODULES
**Course Evaluation:**

- Mid-term exam 1 (mult-choice, TF, definitions, essay) 20%
- Final Exam (same format) 30%
- Class Participation (attendance, discussions, exercises) 10%
- Topic Essay (peer, see below list of possible options) 10%
- Research Project (Term Paper or Presentation) 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.

All exams will be on Canvas under QUIZZES.

**Exam Format:** multiple choice, true/false, definitions and an essay (1 out of a choice of 3). A review sheet is on Canvas for each of the two exams to provide sample questions from lectures, guest speaker slides, videos, presentations and readings to be represented on the test. Students who have a disability are encouraged to approach Dr. Salari to schedule a test with Center for Disability and Access.

**Class Participation:** Attendance is flexible during the pandemic, but you must keep up with DISCUSSIONS on Canvas. Each of these assignments will have a limited time frame to respond. We will have a weekly zoom on Tuesday, which will be recorded and stored in MEDIA GALLERY. Students who wish to do the course fully online may view the lecture slide video/voice-overs, which will appear in MODULES by week. For everyone, DISCUSSIONS will include some activities we must respond to for participation points. Keep track of these, as they do expire to measure participation in that particular week. Please provide prompt notification if you believe your absence from discussions to be eligible for excused absence. The slides will be available, so students may access these any time of day (or night). Questions about the lecture will be addressed from the review sheet during recorded Zoom test review session, office hours, email or by appointment. Students are encouraged to promote learning actively by involvement in class or online discussions.

**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, LISA 911 Tape, Tracy Thurmon Video, etc). The course also covers issues such as murder suicide, female genital mutilation, honor killings, dowry deaths and intimate partner attacks. Those with an objection to a particular subtopic or media presentation may excuse themselves from class activities temporarily and may arrange for approval from the professor to engage in an alternate educational experience.

**MODULES** on Canvas will provide lecture voice-overs (also in FILES), required and optional videos and readings for the upcoming week’s topics. The purpose of modules 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 Thursdays—giving a preview of our topic for the following week.
RESEARCH TOPIC ESSAYS AND PEER EXERCISE DUE XXXX in 2 page, double spaced essay form for 10% of the grade. Indicate whether you are planning a term paper or class presentation. The topic 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 presentations/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 topics which are too broad. 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. I will email you constructive feedback on your submission. If you eventually change your topic, inform professor for feedback regarding the new area of interest. You may resubmit the topic paper after you receive your grade (revise and resubmit at beginning of class following week).

FINAL PROJECT RESEARCH CHOICES:

FCS 5370 Students have a choice of a presentation OR term paper research project. These projects are considered equivalent, but represent different forms of expression. Grades will be determined in part by a comparison with others who have chosen the same format. There will be direct instruction as well as opportunities for feedback and revision on both formats.

PRESENTATION—10 minutes max per student. You must include an APA list of references, and sources should be in the bottom right hand corner of the relevant slide. Submit slides with your voice-over a week prior, for feedback. We will create and electronic handout for CANVAS:
1) Due dates will occur the week after Exam 1 and end between XXXXXX (unless alternate earlier date is requested) and schedule varies according to course topic—SEE SIGN UP SHEET Topic essay due date XXXXX .
2) For best results, students are advised to take note of the date assigned and submit an outline draft of the presentation at least 1 week before to enable time for feedback. Revised student slide shows may be re-submitted for additional feedback as time allows.
3) Students may present in a group via slide-show voice over or video. According to the topic sign-up sheet, we will coordinate to prevent repetition. Persons in a topic group will each have 10 minutes and will obtain a separate grade, unless a group grade is requested by all of the students. Timing is important for your grade, so practice is encouraged.
4) Students must use technology (Powerpoint, etc.), as well as other creative and interesting methods of presentation for their research. Suggestions include careful recent research, large
font on slides (24 point), minimal wording, outline format, visuals (pictures/diagrams/graphs), etc.
5) A bibliography or reference list with at least 5 peer reviewed sources must be submitted at the time of presentation for each presenter. See citation instructions below.
6) Normally, we would include a handout for students in the class, but having the presentations loaded to FILES by the professor will allow students to see the full slide show. Information presented may be included on exams.

OR

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 TOPIC ESSAY due XXXXX
2) Peer exercise same day in class, professor feedback and resubmit option.
3) All papers need a title page (including a title 9)
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 XXXX 11:59 pm--
You should hear back within a few days. You may resubmit again until the due date.
7) FINAL PAPER DUE XXXXX submitted online PDF format Canvas.

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

Partner abuse topics  Child abuse topics  Elder abuse topics
-cohabiting partners  -sibling abuse  -financial abuse/exploitation
-marital rape  -sexual abuse CSA,

-sexual assault  -intra-familial CSA  -elder sexual abuse /exploitation
-emotional/psych abuse  -emotional/psych abuse  -emotional/psych abuse of elder
-stalking/cyber stalking  -ritualistic abuse -abuse
-immigrants/mail order bride -neglect of child/elder/disabled -elder neglect (med/psych/phys)
-shelters/DV homelessness -prevention campaigns  -elder self abuse, neglect
-consequences, PTSD, etc. -consequences/treatment -consequences/treatment
-restraining orders -child protective services -adult protective services
-date rape/dating violence -Factitious/ Munchausen by proxy -infantilization
-gay/lesbian couples -Abusive head Trauma/ --self abuse/suicide
--Human Trafficking  --shaken baby syndrome -involuntary euthanasia
-dowry violence/India -infanticide
-specific topics within IPV
-victim’s rights  -Adverse Childhood Experiences (ACES)
--lethality assessments LAP -Trafficking children, child brides
--VAWA Violence Against Women Act
--CAPTA Child Abuse Prevention and Treatment Act
--International comparisons (choose a country or 2) --Female genital mutilation (FGM)
--Family abuse in polygamous units --“Parent’s Rights”
--Murder/Suicide --Post-partum depression/psychosis—child abuse/homicide
--Pro-arrest policies --Police & court response to DV
--Animal abuse & DV --Drug use in pregnancy
--Drug use and family abuse --mental illness and family abuse
--Socioeconomic Status and Family Violence (e.g., Personality Disorders—NPD, BPD)
--Military or Police Families (PTSD, etc.) --Prevention Strategies
--Resilience in specific populations --DV and Mass Shootings
--Criminal Justice vs Restorative Justice --Video Games/violence in culture in families
--Prison vs. community intervention --Technology as prevention or the opposite?

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? Is it difficult to detect? Why? What are the challenges to professionals in the field? Any related policy? 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 book could be cited, 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. You may do a different line of inquiry on a familiar topic you have studied previously—but it must be unique and build onto your understanding.
Course & Reading Schedule: READINGS

Week 1  Introduction to family violence Slides on Canvas Research Methods, Theoretical Perspectives Canvas SEE MODULES
Private Family & Social Desirability Intro to APA citation style & suggestions Syllabus Citation Instructions Peer Reviewed References

Week 2  Types of Violence in Families, Public Health Issue Johnson & Ferraro article (canvas) Myths & Realities of Partner Abuse Salari 2021 Chapter 1 Media, gender, romance and DV in society MODULES Videos/readings Gender Based Violence (GBV)Choosing a research topic, essay organization Scientific language and use of case studies

Week 3 Psychological & Emotional Abuse Child/Elderly Psych Abuse Psychological Terrorism Weiss Chapter (Canvas FILES or Modules) Psychological Abuse Discussion & Exercise MODULES Personality Disorders Stalking as psych abuse— New world of cyberstalking Dating violence, sexual assault Professional Power Point Slide Show Development

Week 4 International Family Violence Salari 2021 Chapter 2
Is DV Universal? Oppression, Societal Structure &

Policies Influencing DV India: Dowry Violence & “Saving Face” Female Infanticide, DV South Africa, Mexico, Mid East, Human Trafficking, FGM, “Honor” Crimes MODULES

Appropriate use of the internet for research projects

Week 5 Child Physical Abuse & Neglect Shaken Baby Syndrome, Munchausen by Proxy Salari 2021 Chapter 5 Sibling Abuse, Child Sexual Abuse “Talk to a Survivor” MODULES TERM PAPER TOPIC ESSAYS DUE ONLINE SEPT 24 in Word or PDF format

Week 6 Child Abuse Continued DCFS—Child Protective Serv Professional model guest speaker. Paper feedback. MODULES Mid-term Review

Week 7 MID-TERM EXAM 1-- ONLINE Canvas Quizzes

Observe Fatal family violence slide show

Week 8 Intimate Partner Homicide Suicide in 3 Age Categories Intimate Partners & Other Familicide, Suicide as DV Mercy Killing, Suicide Pacts & DV --LAP Salari (2021) Chapter 4
Presentation Tips: Delivery of difficult material

MODULES

Week 9 Diverse Populations & Domestic Violence
Elder Physical Abuse, Neglect, Self Abuse  Salari (2021)
Chapter 6 Vulnerable Adult–Elder & Disabled  Willmowbrook,
Deinstitutionalization
IPV grown old,”” financial exploitation

APS Adult Protective Services, Justice for All video
CLASS PRESENTATIONS SCHEDULE BEGINS

Week 10 Diverse Populations II—Polygamy, LGBT, Immigrants  Salari (2021)
Chapter 7 People with Disabilities, Skipped Generation Households
MODULES
Use of Government Documents in Research—NIJ, CDC, etc. The Primer—UT Attny General

OPTIONAL TERM PAPER DRAFTS DUE XXXX VIA CANVAS --WORD OR PDF

Week 11 Law Enforcement, Courts, and Military Family Violence Risk and Enforcement Pro-  Salari (2021) Chapter 8 Primary
Arrest Policy
Aggressor Analysis Police Offenders—Tacoma MODULES
DV Handouts—Primary Aggressor Child Witnessing DV
—Child Abuse Prevention of common writing/citation errors

Week 13 Public Policy & Family Violence VAWA Factsheets, VAWA 2013  Salari (2021) Ch. 9
CAPTA Child Abuse Prevention & Treatment Act
Megan’s Law, Trafficking in Persons Act, etc. MODULES
DCFS Child Protective Services, APS, Elder Justice Act

Week 14 DV Policy, Victim’s Rights, OVW, Shelter & Treatment  Salari (2015) Ch 8
Strengths & Weaknesses of Current Shelter Programs
MODULESDVPO, Shelter services, SVS, YWCA Guest Speaker Model Researcher & Victim
Advocate FINAL TERM PAPERS DUE XXXX—SUBMIT PDF ON CANVAS END CLASS
PRESENTATION SCHEDULE

Week 15 Dec 3
How to Treat Family Violence –Tertiary Prevention
Battering Intervention Programs (BIP)  Salari (2021) Ch 8
Pgs
BIP for male/female Perpetrators, Future Directions MODULES “Call me Dad”
Primary Prevention
Educating the Public –PSA Depictions of DV  Salari End Ch 10
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Term paper feedback—grades assigned for research projects. Exam review session --Study
FINAL EXAM 2-Final Exam Week XXXXXX
**subject to change due to weather or slight scheduling modifications

Readings on Canvas (More in Modules)

CANVAS MODULES SCHEDULE

Week 2 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

Week 3 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

Week 4 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
Week 5 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

Week 6 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

Week 8 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
• 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
Week 9 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

Week 11 Diverse Families, Victims and Survivors
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
Hearing on DV in Professional Sports-McCaskill Grills League Representatives

Week 12 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

Week 14 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

Week 15 Tertiary and Primary Prevention
We Can Prevent ACES
• • One Love Foundation
• • Couplets -
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 2019, you would write:

Jones (2019) reports that....

or

Children living in homes where parents are addicted to methamphetamine are living in dangerous conditions and may be severely neglected (Jones, 2019).

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

For a Book:

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

For a Journal Article:
(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, 2019). 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 title, internet address in the citation and date accessed. Internet resources from CDC, DOJ, OWV, UDVC etc. can be helpful.

For research projects, failure to cite sources of information throughout the text of the paper and/or in the reference list will result in severe point loss. Late assignments papers may not be accepted and if accepted, will be penalized (3 points per day overdue, including weekend days).
UNIVERSITY AND DEPARTMENTAL STANDARD SYLLABUS ITEMS

CORONAVIRUS / COVID 19 STANDARDS When you are in person on campus

- Face coverings (mask, scarf, gaiter, bandana) are required inside university buildings and in outdoor public settings where physical distancing measures are difficult to maintain.
- Face coverings must cover both the nose and the mouth. Plastic face shields do not meet this requirement but may be worn in conjunction with a cloth mask.
- All personnel must complete the online returning to campus safely course (Links to an external site.) on Bridge (login with your uNID).
- Maintain at least 6 feet of separation as often as possible. If this is not possible, face coverings must be worn.
- Minimize face-to-face contacts and avoid large gatherings.
- In-person interactions should be limited to fewer than 20 people while maintaining 6 feet of separation at all times.

- **Wear a face covering.** Homemade and purchased cloth face coverings and disposable face coverings are acceptable and should be worn whenever inside buildings and outside when 6 feet of physical distancing is not possible. The covering should fully cover your mouth and nose and fit snugly against your face without gaps.
- **Wash cloth face coverings** after every use using regular detergent and the warmest appropriate water setting. Disposable masks should only be used for one day and placed in the trash after use.
- **Avoid close contact** with people who are sick. When inside campus buildings, maintain 6 feet of physical distance (about two arm lengths) between you and other people.
- **Wash your hands often** with soap and water for at least 20 seconds, especially after you have been in a public place or after blowing your nose, coughing, sneezing, or touching your face. If soap and water are not available, use hand sanitizer. Cover all surfaces of your hands and rub them together until they feel dry. Avoid touching your face, eyes, nose, and mouth with unwashed hands.
- **Cover your mouth and nose when coughing or sneezing.** Cover your mouth and nose with a tissue or the inside of your elbow (if you don’t have a tissue) when coughing or sneezing. Used tissues should be disposed of in the trash. You should immediately wash your hands or exposed elbow with soap and water for at least 20 seconds or clean your hands with a hand sanitizer that contains at least 60% alcohol.
- **Clean and disinfect frequently touched surfaces and objects daily.** Wipe down tables, workstations, doorknobs, light switches, countertops, handles, desks, telephones, cellphones, keyboards, etc. Items such as keyboards and mice can be sanitized with 70% alcohol wipes to avoid damaging electronics.
- **Avoid using someone else’s equipment.** Don’t use other individuals’ phones, desks, offices, work tools, and equipment when possible. Clean and disinfect them before and after use.
- **Monitor your health daily.** Watch for fever, cough, shortness of breath, or other symptoms of COVID-19. Take your temperature if you develop symptoms.
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”: 
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. Thus, expectations are that students:

• Prevent disruptions by turning off sound and refraining from use of cell phones, and by putting away extraneous reading materials. Use of laptop computers and tablets in class is limited to coursework.

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.”