

SUMMER SYLLABUS 2016

FCS 5370 Family Violence

Dr. Sonia Salari

Office hours: M-F 11-11:50 and by appt

Class meets MTWThF 12-4pm

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AEB 252 Office 801-581-5725

JFB 101



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.

TEXTBOOK

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

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

Course Evaluation:

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|--------------------------------------|-----|
| • Exam 1 | 20% |
| • Final Exam (in class or take-home) | 30% |
| • Class Participation | 10% |
| • Topic Essay | 10% |
| • Research paper | 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: Attendance is strongly encouraged and will be recorded daily. Excused absences may be granted for legitimate reasons--provide prompt notification if you believe your absence to be eligible. Questions about the lecture will be addressed from the review sheet during test review session, office hours, email or by appointment. 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. 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.

RESEARCH TOPIC ESSAYS are due 6/12 in essay form for 10% of the grade. Students are encouraged to explore a topic of interest, provide a proposed outline, do a preliminary literature review –including an introductory paragraph describing the link to family violence, why it is an issue worthy of study, current research available, possible conclusions to investigate, etc. The length of the topic essay should be 2 pages typed, double spaced. This assignment will provide students with a head start on their research topic of interest.

In Class Exam Format: multiple choice, true/false, definitions and an essay (1 out of a choice of 3). A review sheet is in the coursepack for the two exams to provide sample questions from lectures, guest speakers, presentations and readings that will be represented on the test. Students who have a disability are encouraged to approach Dr. Salari to schedule a test with Disability Services. Students will have 2 options for the final exam.

OPTION 1 is an in class exam, similar to the midterm (25 Multiple choice, 10 T/F, 5 definitions, 1 essay)
OR

OPTION 2 is a take home exam due in hard copy to AEB 228 by noon —**6/22**

Take home exam is all essay format choose 3—maximum length of 15 pgs typed & double spaced.

TERM PAPER—8-10 pages including bibliography, (12-15 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 6/___**
- 2) **Peer exercise in class 6/___, professor feedback and resubmit.**
- 3) References should be properly cited in the text and bibliography. Use APA or ASA style--see citation instruction sheet on end of syllabus.
- 4) **EARLY DRAFTS** for feedback are optional, and must be submitted **via email by 6/___** sonia.salari@utah.edu **subject heading “PAPER DRAFT FCS 5370.”** The email method will allow quick feedback. You should hear back within a few days. If you don't, please double check your email and confirm that it was received by the professor.
- 5) **FINAL PAPER DUE 7/___ (Mid July) IN HARD COPY FORM—no emails for the final paper please.**

Possible Research Paper Topics—or choose your own with advanced permission

Partner abuse topics

- cohabiting partners
- marital rape
- physical abuse
- emotional/psych abuse
- stalking
- immigrants/mail order bride
- shelters/homelessness
- consequences, PTSD, etc.
- restraining orders
- date rape/dating violence
- gay/lesbian couples
- dowry violence/India
- victim's rights
- lethality assessments
- 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

Child abuse topics

- sibling abuse
- sexual abuse, incest
- physical abuse
- emotional/psych abuse
- ritualistic abuse
- neglect
- prevention campaigns
- consequences/treatment
- child protective services
- Munchausen by proxy
- shaken baby syndrome
- infanticide

Elder abuse topics

- financial abuse
- sexual abuse
- physical abuse
- emotional/psych abuse
- dementia caregivers
- neglect (med/psych/phys)
- self abuse, neglect
- consequences/treatment
- adult protective services
- infantilization
- involuntary euthanasia

- CAPTA Child Abuse Prevention and Treatment Act
- Female genital mutilation (FGM)
- “Parent’s Rights”
- Post-partum depression—child abuse/homicide
- Police & court response to DV
- Drug use in pregnancy
- mental illness and family abuse
(e.g., Personality Disorders—NPD, BPD)

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 2015 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**

Day 1	Introduction to family violence Research Methods, Theoretical Perspectives Private Family & Social Desirability Intro APA citation format, peer reviewed references	Salari FVALC Book 2015, Ch. 1 Citation Instructions syllabus
Day 2	Types of violence in families Myths & realities of partner abuse Media, gender, romance and DV in society Choosing research topic, scientific language, Case studies	Johnson & Ferraro (on Canvas) Salari FVALC Book 2015, Ch. 1
Day 3	Psychological & emotional abuse Child/elderly psych abuse Psychological Terrorism —Psychological abuse discussion & exercise Personality disorders Stalking as psych abuse Communication using powerpoint	Salari FVALC Book 2015, Ch. 3 Weiss Handouts (on Canvas) Weiss : Judy North (on Canvas)
Day 4	International Family Violence Is DV Universal? US & high income countries, developing world Oppression, social structure & policies influencing DV 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	Salari FVALC Book 2015, Ch. 2
Day 5	Child physical abuse & neglect Shaken Baby Syndrome, Munchausen by Proxy Sibling abuse, sexual abuse, dating violence/rape DCFS—Child Protective Services Professional model: GUEST SPEAKER Mid-term Review	Salari FVALC Book 2015, Ch. 5
Day 6	EXAM 1 Bring Pencils and a Pen	
II	RETURN for second half of class Homicide suicide in 3 age categories Intimate partners & familicide Mercy killing, suicide pacts & DV	Salari FVALC Book 2015, Ch. 4
Day 7	Diverse populations & domestic violence Elder physical abuse, neglect, exploitation, self abuse Vulnerable adult--disabled “Spouse abuse grown old,” APS Adult Protective Services Gay Men, Lesbian Women, Polygamy, Isolation & DV Communication: Presentation of difficult material	Salari FVALC Book 2015, Ch. 6 Salari FVALC Book 2015, Ch. 7

PEER EXERCISE –TOPIC PAPERS DUE
Day 8 Law enforcement & family violence Salari FVALC Book 2015, Ch. 8
Pro-Arrest Policy—Tracy Thurman Lawsuit
Primary Aggressor Analysis
Police Offenders—Tacoma
Child Witnessing DV—Child Abuse
Victim’s Rights—Shelter Services,
SVS-South Valley Sanctuary Jennifer Campbell, Exec. Dir

Day 8 Public vs. Private Family Salari FVALC Book 2015, Ch. 9
VAWA Violence Against Women Act
CAPTA Child Abuse Prevention & Treatment Act
Elder Justice Act, Older American’s Act
DCFS Child Protective Services
Domestic violence policy, shelter & treatment
Strengths & weaknesses of shelter programs
Review

Day 10
Battering Intervention Programs
Future Directions in Research & Community Protection
Public Service Campaigns—Education & Effectiveness
Review Session
FINAL EXAM OPTION 1: IN-CLASS FINAL EXAM 2 HOURS
1pm-3pm
FINAL EXAM OPTION 2: TAKE HOME FINAL EXAM
TURN IN AEB 228 by NOON 6/22

EMAIL by **OPTIONAL DRAFT FEEDBACK**
EMAIL FIRST DRAFT OF RESEARCH PAPER by DUE DATE **6/22/15**

DUE 7/ ____ **HARD COPY FINAL PAPERS DUE Mid JULY ____**
AEB 228 by DATE at noon
or POSTMARKED BY DATE JULY ____
(Envelope addressed to Dr. S. Salari, Dept FCS, 228 AEB, 225 S 1400 E,
University of Utah, Salt Lake City, UT 84112)

Supplemental 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

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

Students with Special Needs: 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 the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Union Building, 801-581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

___ **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**. Any of these actions will not be tolerated.

If you include information from outside the class or quotes in your written assignments (with the exception of exams), you must provide citations and a reference list. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work.

If it is discovered that you have engaged in academic misconduct of any type in this course, **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>

___ **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.

___ **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 and refraining from use of cell phones and ipods, and by putting away extraneous reading materials. Use of laptop computers in class is limited to coursework.

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"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."*

Instructor Responsibilities: The instructor will... ;

1. **Be prepared for class.**
 2. **Arrive on time or early for class and have all equipment set up.**
 3. **Use a variety of teaching methods**, including lecture, group work, discussion, demonstrations, films, etc. in an effort to create a stimulating learning environment and accommodate different learning styles.
 4. **Provide feedback on assignments in a timely manner.**
 5. **Be available for individual consultation during office hours or by appointment.**
 6. **Reply to email within 48 hours, not including weekends or holidays.**
 7. Follow all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation.
 8. **Comply with the final exam schedule when a final has been assigned to the class.**
 9. **Not cancel classes without reason or notice – if there is an emergency situation efforts should be made to inform students via email.**
 10. Treat students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students. For the full list of faculty responsibilities at the University of Utah, see <http://www.admin.utah.edu/ppmanual/8/8-12-4.html>
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Student Responsibilities: You are expected to...

1. **Prepare for class**, including completing reading assignments, written assignments, and studying for exams.
2. **Attend class** and participate in class activities and discussions.
3. Arrive on time for class and stay the entire class period –
4. Treat one another, the instructor, campus staff, and the classroom with respect.
5. Seek help from the instructor (and other resources such as the Center for Disability Services or the Writing Center) whenever necessary, and before minor problems become major barriers to learning.
6. Refer to the syllabus and the class webpage for important information pertaining to exams, written assignments, and class policies.

For the full list of student rights and responsibilities at the University of Utah, see <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

___ **Scheduling Accommodations:** Students should register for courses for which they have no scheduling conflicts. Instructors should be very cautious in providing accommodations for students missing classes due to trips, family events, etc. It is the student's responsibility to get class information from other students (not the instructor).

U of U policy allows students to make up assignments and exams if they are participate in officially sanctioned University activities such as intercollegiate athletics.