COURSE FOCUS AND CONTENT OBJECTIVES

This course develops your capacity to think critically, actively, and deeply about one of the most damaging (if not the most damaging) family problems prevalent in our society today — family violence and abuse. Our interest is in studying and understanding the ways family violence is perceived, explained, and studied by different parts of the academic and professional community and within some of the more influential and important belief systems in our society. We study how family studies, psychology, sociology, feminism, and related disciplines generally view family violence and how it could be prevented, reduced, or eliminated. We consider how different professionals — such as researchers, therapists, educators, policy makers, law enforcers, medical doctors, nurses — contribute different perspectives and considerations to our understanding of family violence and what can be done about it. Given this, the following COURSE CONTENT OBJECTIVES can be articulated:

1. Develop a deeper understanding of the complex issues that pertain to the phenomena of family violence and the controversies and problematics surrounding its definition, causes, prevention, and treatments.
2. Develop a deeper understanding of the nature of controversy, intellectual conflict, and how opposing points of view make “understanding” something such as family violence problematic or very confusing and what can be done to make sense of competing opposing systems of thinking about something.
3. Develop a deeper understanding of the way different beliefs and views of marriage, families, and parenting influence people’s perceptions of what constitutes and causes family violence in contemporary society and what can be done to eliminate it at the same time we understand things we can and must do to establish, build, and maintain positive family environments and communication patterns.
4. Develop a deeper understanding of the elements potentially within each of us and our families that contribute to the set of problems represented in the phenomena of family violence at the same time we understand that there is much that we can and must do to eliminate this problem in our own lives, our families, our communities, and our society.
5. Develop a deeper understanding of the things we can and must do to help ourselves and others heal.

To do this accurately and effectively, you must learn to perceive things and think about them in a fundamentally different manner than you are accustomed to. You must learn and then be willing to ask yourself questions that help you discover insight, understanding, and enlightenment about the things we study. Seeing things in a different perspective will help you think differently about things you already know as it uncovers new content and considerations. This enables you to identify different ideas and issues, ask different questions, and develop different frames of reference. Learning new ways of thinking helps you understand more critically the ways you think so you can more clearly articulate your beliefs and values with their
relevant justifications and implications. These are essential elements of an education that respects and reflects diversity and complexity. Meeting these objectives — and the personal challenges they present — requires us to study and learn the complexity of the course content and our own belief system — and our experience — on much deeper levels. I refer to this kind of education and educating as “deep learning.” This course is also designed as a writing emphasis (i.e., earns upper-division communication/writing credit) course for a variety of reasons: (a) to provide you with more integrated, holistic, and meaningful learning experiences; (b) to further your understanding of some of the processes of communicating in the social and behavioral sciences; and (c) to help you discover greater depths of understanding about yourself, your personal system of thinking, and the course content. You will have many opportunities to reflect on and articulate through writing and class discussion your questions, learning, and insights.

REQUIRED COURSE READINGS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE

5. Some of the required readings are on “Electronic Reserve” through the Marriott Library. You may access these reserved readings through the student portal. Login into My.Utah.edu, click on “Academics” and a link to the reserved readings for this course should be available there for you.
6. Several required readings for the term can be accessed directly from web pages on the internet.

RECOMMENDED RESOURCE BOOK AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE


RECOMMENDED BOOKS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE


OTHER COURSE RELATED RESOURCE MATERIALS

There is an additional course related set of resources that I encourage you to use. It is called “Deep Learning:” A Critical Thinking Resource (http://www.fcs.utah.edu/faculty/herrin/deep_learning.html). Feel free to browse through it and use aspects of it that you find helpful. We will refer to some of the material in class.

COURSE LEARNING DEMONSTRATIONS AND ACTIVITIES

There are no exams or term projects in this course. Your learning and mastery of course content is transformed into an array of personalized learning demonstrations — the majority of which require some form of writing, analysis, insightful discussion, and careful contemplation rather than summarizing, reiterating, rephrasing, restating, regurgitating, and rote memorizing. Your final course grade is based on the following components:
IN-CLASS ACTIVITIES AND PARTICIPATION (40% of grade). During most class meetings we engage in activities, as individuals and/or in small groups, that build on your class preparation, readings, and other class activities. A few activities may require work outside of class but most are completed in class. For these activities, you receive credit if you are present, participate, and turn your work in at the end of the particular class meeting with your name on it. Since these activities take place and have their intended meaning within the context of a particular class meeting, you have to be in class to participate and receive credit. Parts of activities missed because you were late in coming to class or activities missed because you were not in class at all, cannot be made up. These exercises are intended to provide experiences with additional forms of learning in addition to reading and listening to lectures. You will also receive credit for regular and meaningful oral participation in class questioning and discussions. Each class member will be given opportunities to raise questions, make observations, share relevant experiences, and comment on content learned from class reading assignments. Your grade for these activities and participation will be determined by the percentage of the total number of these activities that you complete in class and the quantity and quality of your oral participation. More explanation will be provided in class about assessing the quantity and quality of oral participation.

WEEKLY QUOTES AND INSIGHTS (30% of grade). Starting with the required reading assignments for the fourth week of the term complete the components discussed below for any eight of the weekly reading assignments thereafter. Your quotations, accompanying insights, and questions are due at the beginning of the first class meeting of each of the eight weeks you select to write about. You receive full credit for these assignments if you complete them accurately. I do not attempt to evaluate your reasoning or your writing in these assignments. The required elements of these assignments are listed below and will be discussed in class. Your grade for this part of the class is your completed percentage of the eight possible weekly assignments.

1. For each chapter or article assigned, select and word-process a minimum of one quotation (e.g., phrases, sentences, paragraphs) that contain terms, ideas, assumptions, conclusions, or other information that triggered, inspired, or otherwise helped you discover or realize personally significant insights about the author’s central and most important message, argument, propositions, or findings. Look for passages that are also significant and meaningful to you that you feel are worth learning because of their relevance to you, your increased understanding, and their connection or application to your experience. Long quotations may be photocopied and attached to the page that discusses the relevant insight.

2. Immediately following each quotation you choose to discuss, briefly (i.e., minimum of 200 words) but clearly and precisely, explain (a) why you selected the particular quotation and (b) what the specific insight, understanding, or connection was that the particular quotation triggered or helped you see. Include an accurate word-count of the number of words you write in your discussion or mark approximately where in your discussion your word-count exceeds 200 words. [For example, if you count the words in this paragraph and the one before it, there are 221 words.] Both Microsoft Word and Corel WordPerfect have functions that [*200 words] will provide a word-count for a document or block of text. These functions make word-counting relatively easy for you.

3. For each of the quotations you select and discuss, create at least one original complex question that you feel could be asked and if answered would help you and others understand the quotes, readings, and your related interests, insights, and concerns more thoroughly and at deeper levels.

4. When the reading assignment includes more than one chapter for an assigned author, you need at least one quote from each assigned chapter by that author, but you only need to discuss one insight and ask one question for that author that week.

5. Instructions for selecting insights and writing questions from the different reading assignments are specified under the weekly headings listed under CLASS MEETINGS AND READING ASSIGNMENTS. For example:

**WEEK FOUR, MEETINGS 6, 7: September 14, 16**

[WQ&I. DUTTON: ONE Q, one !, one ?; GILLIGAN: one Q, one !, one ?; SIEGEL: one Q, one !, one ?/ = 9]

This means that there will be one quote, one insight, and one question due for the assigned Dutton chapter, one quote, one insight, and one question due for the assigned Gilligan chapter, and one quote, one insight, and one question due for the assigned Siegel chapter. These all add up to nine different required components for this particular week’s WQ&Is.

**LEARNING ANALYSES (30% of grade).** Two times during the term you are to write in essay form, an analysis of some important aspects of your personal learning that you have acquired due to your course-related studies and experiences. This will include an in-depth analysis of relevant quotations and related definitions of important words, concepts, and terms from the course reading assignments. One focus for your analyses will be on what you have learned from your reading and study that you didn’t understand before (the **What!** of your learning). The other focus will be on how you can apply what you learn into your own thinking and actions (the **So what!** of your learning). You may choose what you write about and when you write it. You are encouraged to elaborate on and analyze in greater depth things you have written about in your **WEEKLY QUOTES AND INSIGHTS.** These analyses are intended to help you build on and write about the course-related learning you have been experiencing inside and outside of class. In this course we assume that the authors we study are also some of the “teachers” from whom we will have the opportunity to learn. Consequently, these analytical writing assignments are designed to help you learn to think and write analytically about specific things you learn from your studying of these authors and how they are helpful to you and your understanding of things that are important and relevant for you. In this kind of writing, your own opinions and viewpoints become useful and informative after you have come to understand what the different authors are teaching you rather than **before.** This is one of the primary means by which you will discover insights, enlightenment, or increased understanding from your reading, thinking, writing, and discussing in our class.

**LEARNING ANALYSIS ONE** is due before Friday, October 9th, 3:00 P.M., at the latest, in AEB 228 or my office, AEB 236. You will be able to rewrite **LEARNING ANALYSIS ONE** for a better grade if you choose to. All revisions of **LEARNING ANALYSIS ONE** are due in class the last class period of the semester, Wednesday, December 9th. **LEARNING ANALYSIS TWO** is due before Thursday, December 17th, at 10:00 A.M., in AEB 228 or my office. In order to be able to rewrite **LEARNING ANALYSIS TWO**, your first draft will need to be turned in sometime on or before Monday, November 23rd, 3:00 P.M., in AEB 228 or my office. All revisions of **LEARNING ANALYSIS TWO** are due before Thursday, December 17th, at 10:00 A.M., in AEB 228 or my office. The required elements of these assignments and how they will be evaluated will be explained in class.

**NECESSARY DETAILS FOR ALL WRITING ASSIGNMENTS.** To help you be thorough and careful in your attention to very basic elements of written communication, please attend to the seven details listed below in your assignments. If they are omitted your assignment will not receive full credit and may be returned to you to be completed and resubmitted before it receives any credit. While attention to such details may seem unimportant to you, I assure you that the inclusion of each item makes an important contribution to the successful completion of a relevant piece of written communication from you to me or other members of the class.

1. Please word-process (or type) your work if at all possible. **WEEKLY QUOTES AND INSIGHTS** can be single-spaced and **LEARNING ANALYSES** should be double-spaced. Proofread and edit all of your work before you turn it in and check for possible errors in spelling, punctuation, grammar, wording, and sentence structure. Be sure you save or back-up your work every few minutes as you are word processing.
2. Please put your name, the name and number of the course, the name of the assignment, and the date of the day you complete the assignment at the top of your first page.
3. Please number your pages and put them in order when you turn in an assignment that is longer than one page.
4. You do not need to submit your assignments in files, folders, binders, or notebooks. A staple or paper-clip on the top left-hand corner of your printed pages will be sufficient.
5. Any time a quotation is used in an assignment, the reference to it should include the following elements in an endnote, footnote, or reference list: ① full name(s) of the author(s); ② the full or complete title of the article or chapter; ③ the full or complete title of the book or publication the article or chapter came from and the names of the author(s)/editor(s) of the book if they are not the same as ① above; ④ the year of publication; ⑤ the place (e.g., city, state) of publication; ⑥ the name of the publisher; and ⑦ the page number(s) where the quote can be found. Two additional elements are necessary if the reading is on the internet or web: ⑧ the date that you last retrieved the article or reading on the internet or web; and ⑨ the URL or address on the web for the article or reading in which the quote is located. In the body of your writing, the reference for the quote should include the last name of the author(s), year of publication, and the page number(s) where the quote can be found.
If, for example, the quote was from page 11 of James Gilligan’s book, *Violence*, you could write the reference in the body of your writing as (Gilligan, 1997, 11) and the reference in a reference page would like the following:


If the quote was from the online chapter-draft by Murray Straus, you could write the reference in the body of your writing as (Straus, 2001, no page numbers given). The reference page entry could be written as follows:


6. Be certain that you respond to and complete all assigned questions, components, and their subparts. Pieces of work turned-in that omit important assigned components are likely to be returned without credit until they are completed and resubmitted. These resubmitted assignments will be considered late.

7. We are likely to use or discuss many of your WEEKLY QUOTES AND INSIGHTS in a number of ways during class meetings with the whole class or class members in small groups so write at least some things you are willing to share with others. If there are things you want to write that you want to remain confidential please consider writing the confidential material on a separate page.

**LATE WORK.** I keep a careful record of if and when you turn-in your eight WEEKLY QUOTES AND INSIGHTS and LEARNING ANALYSES ONE and TWO. At the end of the term, I calculate the percentage of all of these assignments that you turned-in late (if any). I subtract this percentage from the grade you will have earned for turning-in these ten assignments. Your grade will not be affected by one or two isolated cases of lateness if you have otherwise submitted your other assignments on time. I allow you to turn-in late up to 25% of your work without it influencing your grade.

**IMPORTANT DATES TO REMEMBER**

| September 2 | !!!REMINDER: LAST DAY TO DROP COURSES!!! |
| September 8 | !!!REMINDER: LAST DAY TO ADD COURSES!!! |
| September 8 | !!!REMINDER: TUITION DUE OR YOUR CLASSES WILL BE CANCELLED!!! |
| October 23  | !!!REMINDER: LAST DAY TO WITHDRAW FROM TERM COURSES!!! |
| December 29 | !!!GRADES AVAILABLE ON THE WEB!!! |
| September 7 | ☻ LABOR DAY — NO CLASS — HAVE SOME FUN!!! ☻ |
| October 12—16 | ☻ FALL BREAK — NO CLASS — HAVE SOME FUN!!! ☻ |
| November 26, 27 | ☻ THANKSGIVING BREAK — NO CLASS — HAVE SOME FUN! ☻ |

**CLASS MEETINGS AND READING ASSIGNMENTS**

Each week of the term is listed below with its respective class meetings, dates, and reading assignments. The reading assignments itemized immediately below a particular week are to be completed before coming to the first class meeting of that week and the WEEKLY QUOTES AND INSIGHTS selected from them are due at the beginning of the first class meeting of that week and are written-up before the readings from which they are selected are discussed in class. Each reading is preceded by one of several symbols. A ‘1’ means the materials will be distributed to you in class; a ‘®’ means the reading is accessible from my faculty website (http://www.fcs.utah.edu/faculty/herrin/) under the section for this course; a ‘?’ means the reading can be found on the Web; a ‘®’ means the reading can be found on e-reserve; and a ‘®’ means the reading can be found in one of the course textbooks. During most class meetings, we will work directly with the content from one or more of the assigned readings. Bringing copies of the assigned readings to class meetings will be very helpful. I will endeavor to keep you informed of which readings we are likely to work with prior to each class meeting.

**NOTE:** During the first few weeks of the term, we will visit a number of pertinent websites, explore them, and read through particular pages to acquire an overview and background awareness of the facts and explanations of family and domestic violence — particularly child and spouse abuse. We are interested in getting a very quick look at a
lot of information in these areas. Read quickly and look for things that are interesting and compelling to you. Make note of these. It will be useful for you to find several relevant websites (such as these) that you become familiar with as the term progresses so you can refer to them and find statistics and answers to questions you may have.

WEEK ONE, MEETING 1: August 24
Course Syllabus and introduction to the study of violence in families and between intimates

WEEK ONE, MEETING 2: August 26
Visit the website for the National Council on Child Abuse and Family Violence (NCCAFV), The American Campaign for Prevention of Child Abuse and Family Violence, (<http://nccafv.org/>). Use the drop down menu to browse. From your browsing, look for, write down, bring to our August 26th class meeting, and turn in six or seven words, phrases, and/or sentences that help you better understand what “abuse” is and what the term “abuse” means to you. Be thinking about what these words, phrases, and/or sentences helped you understand that you didn’t understand before you came across them. We will write about this in class. Read the following pages of information.

- Spouse/partner Abuse Information. [http://www.nccafv.org/spouse.htm]
- Child Abuse Information. [http://www.nccafv.org/child.htm]
- Elder Abuse Information. [http://www.nccafv.org/elder.htm]

WEEK TWO, MEETING 3: August 31

WEEK TWO, MEETING 4: September 2
Visit the Family Violence Prevention Fund website. Go to the “ACTION CENTER” page and then click on and browse through each of the different “Fact Sheets by Topic” (there are 13 of them) listed on the far right side of the page. Write down, bring to our September 2nd class meeting, and turn in three or four interesting facts or points of interest that you find in your browsing of these different fact sheets. For each of the facts or points of interest you list, identify on which fact sheets they can be located. [http://endabuse.org/content/action_center/detail/754]
Visit the website of the American Humane Association. Read through the 11 different “Child Fact Sheets” listed on the far right side of the page. Write down, bring to our September 2nd class meeting, and turn in three or four interesting facts or points of interest that you find in your browsing of these different fact sheets. For each of the facts or points of interest you list, identify on which fact sheets they can be located. [http://www.americanhumane.org/about-us/newsroom/fact-sheets/]

WEEK THREE, MEETING 5: September 9

WEEK FOUR, MEETINGS 6, 7: September 14, 16
[WQ&I. DUTTON: ONE Q, ONE !, ONE ?; GILLIGAN: ONE Q, ONE !, ONE ?; SIEGEL: ONE Q, ONE !, ONE ?/ = 9]
WEEK FIVE, MEETINGS 8, 9: September 21, 23
[WQ&I. BAUMEISTER: one Q, one !, one ?; DUTTON: one Q, one !, one ?; GILLIGAN: one Q, one !, one ?; TANGNEY: one Q, one !, one ?/ = 12]

- Dutton. “Shame: The father’s contribution” in Batterer, 78-93.


WEEK SIX, MEETINGS 10, 11: September 28, 30
[WQ&I. BAUMEISTER: one Q, one !, one ?; BECK: three Qs, one !, one ?; GILLIGAN: one Q, one !, one ?/ = 11]


WEEK SEVEN, MEETINGS 12, 13: October 5, 7
[WQ&I. BAUMEISTER: one Q, one !, one ?; BECK: two Qs, one !, one ?; GILLIGAN: one Q, one !, one ?/ = 10]

- Beck. “Let me count the ways you’ve wronged me” in Prisoners, 55-70.

WEEK EIGHT, MEETINGS 14, 15: October 19, 21
[WQ&I. BECK: one Q, one !, one ?; GILLIGAN: one Q, one !, one ?; MILLER: two Qs, one !, one ?/ = 10]

- Gilligan. “Culture, gender, and violence: ‘We are not women’” in Violence, 225-239.


**RECOMMENDED READING ON THE DISTURBING HISTORY OF CHILD ABUSE THROUGHOUT WORLD HISTORY AND THE PRESENT.** [WARNING: This is a fairly graphic and intense description of many of the disturbing forms of child abuse found across the world over many centuries of time. This is hard reading, but I recommend it for you to read because it exposes you to the reality of serious abuse still faced by so many children in the world today because of the way they are regarded by adults — especially by adult family members.] deMause, Lloyd. (1998). “The history of child abuse.” [http://www.psychohistory.com/htm/05_history.html or http://www.primalspirit.com/deMause3-1_ChildAbuse.htm]

WEEK NINE, MEETINGS 16, 17: October 26, 28
[WQ&I. BECK: one Q, one !, one ?; GILLIGAN: two Qs, one !, one ?; MILLER: one Q, one !, one ?/ = 10]

- Gilligan. “The symbolism of punishment” in Violence, 139 thru mid-151. [WARNING: other pages are quite graphic]
- Gilligan. “How to increase the rate of violence — and why” in Violence, 163 thru mid-164 and mid-181 thru 190 [WARNING: other pages are very graphic].


**RECOMMENDED:** Hunt, Jan. “ 22 Alternatives to punishment.” [http://www.naturalchild.org/jan_hunt/22_alternatives.html]
WEEK TEN, MEETINGS 18, 19: November 2, 4

[WQ&I. Egeland: one Q, one !, one ?; Johnson: one Q, one !, one ?; Straus: one Q, one !, one ? = 9]


WEEK ELEVEN, MEETINGS 20, 21: November 9, 11

[WQ&I. Dobson: one Q, one !, one ?; Straus: one Q, one !, one ?; Tangney: one Q, one !, one ? = 9]


http://www.nospank.net/straus9.htm


http://www.nospank.net/johnson2.htm

RECOMMENDED: Kvols, Kathryn. “9 Things to do Instead of Spanking.”

http://www.positiveparenting.com/resources/feature_article_002.html

RECOMMENDED: Miller, Alice. (2005). “Spanking is counterproductive and dangerous. Why spankings, slaps, and even apparently harmless blows like pats on the hand are dangerous for a baby.”


WEEK TWELVE, MEETINGS 22, 23: November 16, 18

[WQ&I. Beck: one Q, one !, one ?; Craig: three Qs, one !, one ?; Kohn: one Q, one !, one ? = 11]


http://www.naturalchild.org/sidney_craig/feelings.html


http://www.naturalchild.org/sidney_craig/permissive.html


WEEK THIRTEEN, MEETINGS 24, 25: November 23, 25

[WQ&I. Beck: one Q, one !, one ?; Craig: one Q, one !, one ?; Gilligan: two Qs, one !, one ? = 10]

Beck. “Individual violence: The psychology of the offender” in Prisoners, 125-142.


WEEK FOURTEEN, MEETINGS 26, 27: November 30, December 2

[Q, 1, 0, 2, 3, 4]


Gilligan. “How to create less violent societies” in Preventing, 80-106.


WEEK FIFTEEN, MEETINGS 28, 29: December 7, 9

[Q, 1, 0, 2, 3, 4]


COURSE “ODDS and ENDS”

GRADING EXPLANATION. Typically, you are encouraged to include three different emphases in all of your writing and communicating in our class. These emphases are: (1) demonstrating what you learn and come to know, how/why your learning is important and relevant to you, and what makes it worth learning; (2) doing something with what you learn and come to know by articulating changes you could consider making to improve things as they are in your thinking and in the things that you do, the implications for you and important others of taking your changes seriously if they were implemented, and the opposition from yourself and others you could anticipate to your recommendations and your response to this opposition; and (3) your use of good reasoning and intellectual processes such as explaining, analyzing, synthesizing, evaluating, and applying with clarity, precision, accuracy, consistency, depth, breadth, and careful reasoning. These are all things our class is designed to help you learn to do.

LEARNING ANALYSES are evaluated using 4-point numerical scales that represent the degree to which particular requirements of the assignment are included and how well they are demonstrated. A numerical value of ‘4’ means the criteria for the requirement were met thoroughly and a numerical value of ‘0’ means the criteria were not met at all. The different numerical values correspond to letter grades just as they do in the University’s computation of student grade point averages. A ‘4’ is equivalent to a letter grade of ‘A’ for excellent performance and superior achievement; a ‘3’ is a ‘B’ for good performance and substantial achievement; a ‘2’ is a ‘C’ for standard performance and achievement; a ‘1’ is a ‘D’ response for substandard performance and marginal achievement; and a ‘0’ is an ‘F’ response for unsatisfactory performance and achievement. Generally speaking, when evaluating an assignment, if I cannot find evidence that the requested information, explanation, or analysis was provided or required questions were answered, that particular part of the assignment receives a ‘0’ for a grade. A ‘1’ or ‘2’ is earned where I find responses to be characterized by any of the following:

1. simply stated the obvious; only described things; summarized, reported, reiterated, repeated, restated, reworded, or rephrased what the text and/or others have already said;
2. discussed something only in terms of whether or not you agreed or disagreed with it; approved or disapproved of it; liked or disliked it;
3. stated as facts your conclusions, assertions, opinions, viewpoints, beliefs, etc. without qualifications, support, evidence, and relevant justifications;
4. treated something problematic or complex as if it were simple, straightforward, self-evident, one-sided.

Responses earn a ‘3’ when they specifically and clearly explain and analyze major points, conclusions, and how they were determined. A ‘4’ for a response is earned only when explanations and analyses reflect depth and personal insights.

GRADING SCALE. Your final course grade is computed using various weights for the different types of class assignments. Letter grades are assigned to percentages or to their 4-point-scale numerical equivalents according to the scales listed below.
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<thead>
<tr>
<th>GPA/ %</th>
<th>“-” Range</th>
<th>Letter only</th>
<th>“+” Range</th>
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<tbody>
<tr>
<td>A</td>
<td>3.45 « 3.7 » 3.819 90 - 93.9 %</td>
<td>3.82 to « 4.0 » 94 - 100 %</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>2.45 « 2.7 » 2.849 80 - 83.9 %</td>
<td>2.85 « 3.0 » 3.149 84 - 86.9 %</td>
<td>3.15 « 3.3 » 3.449 87 - 89.9 %</td>
</tr>
<tr>
<td>C</td>
<td>1.45 « 1.7 » 1.849 70 - 73.9 %</td>
<td>1.85 « 2.0 » 2.149 74 - 76.9 %</td>
<td>2.15 « 2.3 » 2.449 77 - 79.9 %</td>
</tr>
<tr>
<td>D</td>
<td>0.70 « 0.7 » 0.849 60 - 63.9 %</td>
<td>0.85 « 1.0 » 1.149 64 - 66.9 %</td>
<td>1.15 « 1.3 » 1.449 67 - 69.9 %</td>
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<tr>
<td>E</td>
<td>« 0.00 » to 0.699 &lt; 60 %</td>
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**ATTENDANCE POLICY.** You should register only for those courses for which you have no scheduling conflicts that will interfere with your class participation or your ability to complete course requirements. As a general rule, you need to attend class in order to participate in and receive credit for **IN-CLASS ACTIVITIES.** These activities cannot be made-up except in particular circumstances when you have informed me in advance of your absence (i.e., you are ill or some emergency has detained you) if at all possible. According to the University’s Registrar’s guidelines, if you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor’s approval, you will be permitted to make up assignments. If you miss class, it is your responsibility to find out from other students what was covered in your absence. More information on this policy is available at <http://www.acs.utah.edu/sched/handbook/attend.htm>.

**REQUESTS for SPECIAL ACCOMMODATIONS by STUDENTS with DISABILITIES.** Persons with disabilities requiring special accommodations to meet the expectations and assignments of this course are encouraged to bring this to the attention of the instructor as soon as possible. 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 <http://www.sa.utah.edu/ds/>, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in the course can be made available in alternative format with prior notification to the CDS. More information is available at: <http://www.hr.utah.edu/oeo/ada/guide/faculty/>.

**ACCOMMODATIONS POLICY.** It is very likely that some of our reading materials, lectures, discussions, films, or other presentations in this course will include content that may be at odds with your personal set of values, beliefs, or point of view. This is virtually unavoidable in a class that is designed to help you study and understand the central concerns, issues and perspectives that are relevant to our course of study. We deliberately work at trying to understand multiple viewpoints and what they are based on that are diverse and often in opposition to one another. Only as we do this are we able to more fully and accurately understand the problems, issues, and concerns that are relevant to our class so we can consider possible responses and resolutions. Please carefully review the syllabus, assignments, and readings to determine if you are willing to participate in and contribute to our class as a learning environment and experience. Consequently, accommodations in content or assignments are not offered in our class. Please let me know if you have any questions or concerns about these or related matters at your earliest convenience. More information on the University of Utah’s Accommodations Policy is available at: <www.admin.utah.edu/facdev/accommodations-policy.pdf>.

**INCOMPLETE POLICY.** According to University policy, students must have completed 80% of the course requirements and be in good standing (i.e., have earned at least a C on all completed work) and receive permission from the instructor to be eligible for an “Incomplete” grade. The Family and Consumer Studies Department Policy is that students who do not complete the remaining course work within one year from the time the incomplete is given will automatically receive a failing grade for the course. No exceptions will be made to this policy.
UNIVERSITY DROP and WITHDRAWAL POLICY. You may drop this course without penalty or permission of the instructor until September 2nd. You may withdraw from this course without permission of the instructor from September 3rd until October 23rd, but a “W” will be recorded on your academic record, and applicable tuition and fees will be assessed. If you remain in this course after October 23rd, you cannot withdraw for academic reasons at any other time during the term. If you have any questions regarding this policy, please contact the Office of Admissions and Registrar at (801) 581-5808. More information about these policies can be found at: <http://www.sa.utah.edu/regist/handbook/withdrawal.htm>.

PRIVACY of STUDENT INFORMATION and MATERIALS. The Family Educational Rights and Privacy Act passed by the U.S. Congress in 1974, among other things, prohibits the public posting of grades or test scores using personally identifiable information (e.g., name, student or social security number) and the distribution of graded exams and assignments from a public area. A couple of times during the term, I will calculate grades for everyone at those points in time, and send out a spreadsheet by email with the grade information. Before doing so, I will ask each class member to provide me with an individualized code that I will use for identification purposes. During the term, students' papers needing to be returned to students are distributed in class or can be picked up in my office. Because of the stipulations of the Privacy Act, I do not return one student’s submitted work to another student unless given authorization in writing by the student to release their materials to a particular other person or student in the class. Materials submitted by students at the end of the term for evaluation may be picked up from the instructor during the following term or at another time to be determined jointly by the student and instructor. I usually keep these materials for one year after the term is over.

APPROPRIATE CONDUCT. To ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, inappropriately collaborating, and/or 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, 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, even if you have used correct citations. If it is discovered that you have engaged in academic misconduct of any type in this course, the Family and Consumer Studies Department Policy states that you will be given 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 expulsion from the University. Students are expected to be aware of and adhere to the guidelines for appropriate conduct as articulated in the CODE OF STUDENT RIGHTS AND RESPONSIBILITIES. A current copy of the “STUDENT CODE” is available at: <http://www.regulations.utah.edu/academics/6-400.html>.

RESPECTFUL CLASSROOM ENVIRONMENT. Please help contribute to a respectful and civil learning environment by coming to class on time, turning off and refraining from the use of cell phones, beepers, ipods, palm pilots, etc. during our class meetings, and waiting until the instructor finishes class before packing up all of your things as a way of communicating that you are finished. Use of laptop or notebook computers in class is allowed only after notifying and obtaining the instructor’s permission. Also avoid the use of non-course related materials, objects, or activities during class meetings such as homework for other classes, newspapers, personal correspondence, browsing the internet, etc.

STUDENT RESPONSIBILITIES. The full list of student rights and responsibilities at the University of Utah is available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>. Accordingly, students are expected to do the following:
1. Spend 2-3 hours per credit hour preparing for this class, including completing reading assignments and written assignments. As this is a 3 credit hour course, you should plan to spend 6-9 hours per week in preparation for this course in addition to class time. An additional 3-4 hours per week outside of class is expected and should be anticipated due to the 1 communication/writing credit hour that is included in the design of this class.
2. Complete required reading assignments in a timely manner.
3. Complete written assignments on time or make alternate arrangements for completing assigned work with the instructor in advance of assigned due dates.
4. Attend class and participate in class activities and discussions.
5. Arrive on time for class and stay the entire class period — arriving late and/or leaving early is disruptive to group work and class discussions.
6. Treat one another, the instructor, campus staff, and the classroom with respect.
7. 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.

8. Refer to the syllabus and the class or faculty webpage for important information pertaining to exams, written assignments, and class policies.

INSTRUCTOR RESPONSIBILITIES. The following responsibilities of faculty members are part of Family and Consumer Studies Department policy. The full list of faculty responsibilities at the University of Utah, is available at: <http://www.admin.utah.edu/ppmanual/8/8-12-4.html>. Accordingly, the instructor will do the following:

1. Be prepared for class and arrive on time or early for class and have all equipment set up.
2. 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.
3. Provide feedback on assignments in a timely manner.
4. Be available for individual consultation during office hours or by appointment.
5. Reply to email within 48 hours, not including weekends or holidays.
6. Comply with the final exam schedule. Final papers (in place of exams) should be due at the final exam time. Final projects or presentations should also follow this schedule.
7. Not cancel classes — if there is an emergency situation efforts should be made to inform students.
8. 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. No exceptions will be made to this policy.
9. Treat students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students.