

# SYLLABUS FCS 5370 FAMILY VIOLENCE (CW) ONLINE



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Office hours: \_\_\_\_\_ and by zoom appt

AEB 252 Office, Phone 801-581-5725

Fully online

## Objectives of the Course

- o Introduce students to the estimates of prevalence, severity, and types of family violence.
- o Dispel myths, and provide evidence of the realities and controversies in the field.
- o Examine challenges to empirical researchers and the theoretical perspectives in the field.
- o Investigate cross-cultural and international domestic violence patterns.
- o Examine prevention policies, punishment, survival and treatment.
- o Introduce students to community professionals and experts in the field of family violence.
- o 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.
- o Utilization of technology in the professional communication concerning family violence and mistreatment.
- o 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](http://www.udvc.org) , Campus Safety 5-COPS, SafeUT App, [www.211ut.org](http://www.211ut.org), resiliency center HSEB 5<sup>th</sup> Floor 801-213-2991, UNI Crisis 801-587-3000

## TEXTBOOK

Salari, Sonia (2021) Family Violence Across the Life Course: Research, Policy and Prevention. 2<sup>nd</sup> Ed Kendall Hunt Publishers. (Available in bookstore or paperback/ebook versions

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

\*Proceeds from sales to class are donated to South Valley Services, Domestic Violence Shelter, West Jordan, UT 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. Materials come from lectures, guest speaker slides, videos, presentations and readings to be represented on each of the 2 exams. Questions about the material will be addressed from the review sheet during **recorded Zoom test review session**, office hours, email or by appointment. Students who have a disability are encouraged to consult the Center for Disability and Access, and Dr. Salari to make relevant accommodations. Questions come from test banks, and each student's randomly assigned exam will be unique. Canvas will show the score for parts I and II, and then the definitions and essay credits will be applied upon grading.

**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 required and recommended films, lectures, policy analyses and prevention mechanisms. The modules will unlock at the beginning of each week, as long as we do not have a holiday. If students opt for the presentation of their research project, those will be posted on Canvas once they are approved by Dr. Salari.

**DISCUSSIONS on Canvas count as class participation (1 point each): Fully online lectures slide video/voice-overs appear in MODULES by week.** Students must keep up with DISCUSSIONS on Canvas. Each of these assignments will have a limited time frame to respond. For everyone, **DISCUSSIONS will include some activities 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 lecture slides will be available, so students may access these any time of day (or night). Students are encouraged to promote learning actively by involvement in class or online discussions, including friendly and respectful commentary to one another.

**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 Thurman 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.

**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 3<sup>rd</sup> 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. Professor Salari 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—In person classes have a presentation topic sign up sheet. Otherwise, topic essays are due about a month into the coursework Due date XXXXX .

2) Students must take note of the date assigned and submit a draft of the presentation at least 1 week before to enable time for feedback. Revised student videos or voice-over 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. A common error involves going over or under time.

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. Indicate on the corner of individual slides, which source you used for that information.

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 voice-over slide show or video. 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**

-cohabiting partners  
-marital rape

-sexual assault

**Child abuse topics**

-sibling abuse  
-sexual abuse CSA,

-intra-familial CSA

**Elder abuse topics**

-financial abuse/exploitation

-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

<b>Week 2</b> Types of Violence in Families, Public Health Issue, article Myths & Realities of Partner Abuse gender, romance and DV in society, gender-based violence	MP Johnson & Ferraro  Salari 2021 Ch. 1 Media, MODULES Videos/readings
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Choosing a research topic, essay organization Scientific language and use of case studies

<b>Week 3</b> Psychological & Emotional Abuse Child/Elderly Psychological Abuse  Psychological abuse Personality Disorders Stalking as psych abuse— New world of cyberstalking Dating violence, sexual assault	Salari 2021 Ch 3, Weiss DISCUSSION, MODULES
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Professional Power Point Slide Show Development

<b>Week 4</b> International Family Violence	Salari 2021 Chapter 2
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Is DV Universal? Oppression, Societal Structure & Policies Influencing DV India: Dowry Violence &	“Saving Face” Video
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Female Infanticide, DV South Africa, Mexico, Mid East,

Human Trafficking, FGM, “Honor” Crimes

MODULES, DISCUSSION

Appropriate use of the internet for research projects

**Week 5** Child Physical Abuse & Neglect  
Shaken Baby Syndrome, Munchausen by Proxy  
Sibling Abuse, Child Sexual Abuse “Talk to a Survivor”

Salari 2021 Chapter 5  
MODULES

**TERM PAPER TOPIC ESSAYS DUE ONLINE DATE XX in Word or PDF format**

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

Salari 2021 Chapter 5  
MODULES

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

Observe Fatal family violence lecture, IPHS, DV homicide,  
suicide, child abuse homicide, elder abuse homicide.

**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  
Vulnerable Adult--Elder & Disabled

Salari (2021) Ch 6  
MODULES

Willowbrook, Deinstitutionalization  
IPV grown old,” financial exploitation

APS Adult Protective Services, Justice for All video

APS SLIDES

**CLASS PRESENTATIONS SCHEDULE BEGINS**

**Week 10** Diverse Populations II—Polygamy, LGBT, Immigrants  
People with Disabilities, Skipped Generation Households  
Use of Government Documents in Research—  
NIJ, CDC, etc. The Primer—UT Attny General ----

Salari (2021) Ch 7  
MODULES

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

**Week 11** Law Enforcement, Courts, and Military Family Violence Risk and Enforcement Pro-Arrest Policy Salari (2021) Ch 8 (first part)

Primary Aggressor Analysis Police Offenders—Tacoma MODULES  
DV Handouts—Primary Aggressor Child Witnessing DV  
—Child Abuse Prevention of common writing/citation errors

**Week 13** DV Policy, Victim’s Rights, OVW, Shelter & Treatment Salari (2021) Ch 8 remaining  
Strengths & Weaknesses of Current Shelter Programs MODULES  
DVPO, Shelter services, SVS, YWCA  
Guest Speaker Model Researcher & Victim Advocate  
Battering Intervention Programs (BIP)  
BIP for male/female Perpetrators, Future Directions MODULES “Call me Dad”

**FINAL TERM PAPERS DUE XXXX**—SUBMIT PDF ON CANVAS END CLASS  
PRESENTATION SCHEDULE

**Week 14** Public Policy & Family Violence VAWA Factsheets, VAWA 2013  
VAWA Violence Against Women Act 1994, 2000, 2005, 2013  
CAPTA Child Abuse Prevention & Treatment Act Salari (2021) Ch. 9  
Megan’s Law, Trafficking in Persons Act, etc. MODULES  
DCFS Child Protective Services, APS, Elder Justice Act

**Week 15** Prevention, Awareness and Response Salari (2021) Ch. 10

Primary Prevention, Educating the Public –PSA Depictions of DV

Term paper feedback—grades assigned for research projects.

Final Exam review session --\_\_\_\_\_

FINAL EXAM 2-Final Exam Week XXXXXX

\*\*subject to change due to possible scheduling modifications

Readings on Canvas (More in Modules)

Johnson, M.P. & Ferraro, K.J. (2005). “Research on Domestic Violence: Making Distinctions.”  
In

Skolnick, A.S. & Skolnick, J.H. Family In Transition, 13<sup>th</sup> 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 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:

Jones, R.A. (2019) *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. (2019) "Child Abuse 2020" 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. (2019) "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, 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

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](http://safeu.utah.edu). You can also contact community resources such as UDVC LINKline if you are endangered by an intimate partner, dating prospect or stalker 801-897-LINK (5465)
3. Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offences against other protected categories, such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, (801)581-8365 or the Office of Dean of Students, 270 Union Building, (801)581-7066. For support and confidential consultation, contact the Center for Student Wellness 426 SSB, (801)581-7776. To report to the police, contact the Department of Public Safety, (801)585-2677 (COPS).
4. Academic Honesty: All honesty and plagiarism policies established by the University of Utah will be upheld in this class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments, and submitting the same work for more than one course without the permission of both instructors. Original authors and researchers will be given credit for their work by using citations/reference list on written assignments (with the exception of exams). Avoid the urge to over-rely on direct quotes; paraphrase most material cited on a term paper. If it is discovered that you have engaged in academic misconduct, the Family & Consumer Studies departmental policy requires a failing grade in the course and be reported to the Dean and the VP for Academic Affairs, who will keep your name on record. Should you be reported more than once, you may face University expulsion. For further information about the University of Utah's policies regarding academic misconduct, please refer to the online version of the Student Handbook and look for "University Code": <http://www.acs.utah.edu/sched/handbook/toc.htm>
5. Behavioral Issues: Tuition is paid for courses at the university. Students are encouraged to participate in discussions, but should refrain from negative behaviors which bully individuals or disrupt class. Verbal and/or written notification will be provided, and this may be shared with the department chair and other officials. Concerning actions may also be reported to the behavioral intervention team.
6. University Drop and Withdrawal Policies: You may drop this class without penalty or

permission until the date specified in the schedule. You may withdraw from the course without permission during the scheduled withdrawal period, but a “W” will be recorded on your academic

record, and applicable tuition and fees will be assessed. After the last day to drop, you will not be allowed to withdraw from this course. If you have any questions regarding this policy, please contact the Office of Admissions and Registrar at (801) 581-5808.

7. Incompletes: In order to qualify for an “Incomplete” in any University of Utah course, you must complete no less than 80% of the course work and be in good standing (i.e., have earned at least a C on all completed work) and receive permission from the instructor. The FCS Department

Policy is that students who do not complete the work within 1 year will automatically receive a failing grade.

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

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

Technology Statement:

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

- In person classes: 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.”