**PUAD/CRJU 5920: Psychology of Interpersonal Violence**

**School of Public Affairs**

**University of Colorado Denver**

**COURSE SYLLABUS**

**Instructor: Barbara Flood PhD Term: Spring 2017**

**Phone: 303-906-1545 Classroom Days:**

**Class Location: January 7 – 8, 2018: 8:30 a.m. – 5:30 p.m.;**

**Email:** [**barbaflood@gmail.com**](mailto:barbaflood@gmail.com) **January 9, 2019: 8:30 – 12:30 p.m.**

**Office Hours: Available by Email January 12-May 12 on line**

**COURSE OVERVIEW**

Welcome! Studying approaches to end violence against women is a powerful way to make a difference toward creating a violence-free world. I am so glad you have made the commitment to be part of this important movement. Please be sure to review and complete the pre-class assignments (see below) prior to the January class to be able to fully participate in the class activities.

Dr. Barbara Flood received her PhD in 2004 in Psychology. She also holds a Master’s degree in Social Work and has experience as a researcher, author, professor, and international speaker and trainer. Dr. Flood has taught at the undergraduate and graduate level including Metropolitan University of Denver and is presently with Naropa University. She has taught many courses including but not limited to women and psychology, gender studies, abnormal psychology, diagnostics, professional orientation and internship, social psychology, multiculturalism, psychology of prejudice and developmental psychology.

Dr. Flood has been a clinician for over 20 years and has extensive experience working with trauma reduction, addictions, co-dependency, and relational violence. She has designed and facilitated several post graduate training programs for therapists and coaches as well as developing programs to address violence against women for both profit and non-profit agencies. Dr. Flood is certified in EMDR and Emotional Intelligence with the Institute of Social and Emotional Intelligence and has trained with Pia Melody in post induction training for childhood trauma. She has several publications in the field of aging as well as psychology of forgiveness and codependency. Dr. Flood is passionate about the ongoing transformational process of personal growth and social change.

**Course Description**

This class addresses the contributions and the limitations of current empirical and clinical psychological literatures regarding violence against women including relationship violence, sexual assault/rape/ sex trafficking, needs and services and impact on a global level. The goal is to provide an overview of the psychological issues associated with violence against women as a social phenomenon and as an interpersonal and individual experience, including the impact of relationship violence on the psychological development of children. The content of the course is oriented around research, knowledge and experiences of all women addressing multicultural needs. The course does not address the issue of perpetrator treatment.

**Course Overview**

In this class, we will examine the psychological impact of domestic violence on women and children. By reviewing empirical and clinical psychological methodologies, we will explore how these methodologies are used as a basis for the provision of intervention, treatment, and empowerment services to victims of interpersonal violence counseling and shelter services. Through lecture, small and large group discussion, readings, films, and guest presentations, students’ will gain an understanding of the psychological context and impact of interpersonal violence and best practices for responding to victims and their children focusing on their psychological needs due to this specific form of trauma. As importantly, students will learn how to provide empowering, survival-oriented counseling and advocacy services to support victims to recover from the trauma, to re-experience their freedom, and to resume violence-free lives.

**Course Goals and Learning Objectives**

Upon completion of this course, students will be able to:

1. Interpret psychological studies and discussions on the causes and consequences of interpersonal violence;
2. Make appropriate use of psychological knowledge in designing and maintaining community-based counseling programs that support and empower victims of interpersonal violence;
3. Select and implement services sensitive to the emotional and mental health needs of interpersonal violence survivors (trauma informed services);
4. Develop the capacity to interact with the psychological services community regarding needs and misperceptions regarding victims/survivors (mental illness; co-dependency, couples counseling, etc.); and
5. Hire informed peer and clinical providers and clinical supervisors.

**Required Reading**

# [Renzetti](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Claire+M.+Renzetti&search-alias=books&field-author=Claire+M.+Renzetti&sort=relevancerank), Claire M.; [Edleson](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&text=Jeffrey+L.+Edleson&search-alias=books&field-author=Jeffrey+L.+Edleson&sort=relevancerank), Jeffery L.; [Kennedy Bergen](https://www.amazon.com/s/ref=dp_byline_sr_book_3?ie=UTF8&text=Raquel+Kennedy+Bergen&search-alias=books&field-author=Raquel+Kennedy+Bergen&sort=relevancerank), Raquel Sourcebook on Violence Against Women **3rd Edition (2013)**

Alyce D. LaViolette and Ola W. Barnett; It Could Happen to Anyone second edition (2000);

Sage Publications, Inc.

**Course Prerequisites:** None **Course Credits:** 3

**Course Schedule**

The schedule is for informational purposes and is subject to change at the discretion of the instructor.

**Pre-1st In-Person Session preparation:**

**Please read as many of the assigned texts as possible. Most importantly, be sure to complete the following two (2) pre-assignments and submit electronically to the instructor (barbaflood@gmail.com) by 8:30 a.m. Mountain time on Friday, January 5, 2017 and also bring a paper copy with you to class.**

1. Interpersonal Violence Self-Assessment:

Reflect on when you first learned of or heard about someone you know who experienced any form of interpersonal violence and the impact this had on you.

Write (type) a 3-5 page reflection paper (your thoughts, opinions, and feelings) about it and bring a hard copy to first In-Person Session (See Policy Section (below) for policy on self-disclosure. Only disclose as much personal information as you feel comfortable with sharing.)

1. Cycle of Violence Reflection Paper: 3-5 page Paper on the cycle of violence and how institutions enable this cycle.

Sources:

* Chapter one to three - It **Could Happen to Anyone (2000);**  Alyce D. LaViolette and Ola W. Barnett; It Sage Publications, Inc.
* Walker, L.E. (2005) *The battered woman*. In R.K. Bergen, J. L. Edelson, & Renzetti, C.M. (Eds). *Violence against women: Classic papers*. Boston, MA: Pearson. (Chapter 15 – handout)

**Day 1: January 7, 2017**

**8:30- 12:30**-

Overview of course and review of syllabus

Introductions

Self-care and class process

Exercise on privilege – who are we and what do we bring to the discussion

Small Groups: discussion of interpersonal violence Self-Assessment

Defining interpersonal violence - PP

History of the movement – chapter one and two in **Sourcebook on Violence Against Women**

**1:30-5:30**

**Overview: Psychological impact**

### Video why women stay (20minutes) [**Leslie Morgan Steiner: Why domestic violence victims don't leave- TED.com**](https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave)

Fear/ stress/ learned hopelessness and helplessness

**Helen Fischer – The Brain in Love (20 minutes)**

Small Group Discussion: Cycle of Violence Reflection Paper: 3-5 page Paper on the cycle of violence and how institutions enable this cycle.

Need for services

**Day 2: Monday January 8, 2017**

**8:30 a.m. – 12:30 p.m.**

Class check in /self-care

**Overview Rape**

The Hunting Ground (2 hours)

Chapter 4 and 5 in **Sourcebook on Violence Against Women**

Case studies

**1:30-5:30**

**Overview Sex Trafficking**

Very young girls (2 hours)

Wider culture

Sexualizing of young girls through media

# America the beautiful (2 Hours)

# YouTube **AMERICA THE BEAUTIFUL 3 - Documentary Explores How Sex Sells To Youth (trailer on amazon).**

# **And discussion with the producer on YouTube (40 minutes)**

**Day 3: Tuesday, January 9, 2017;**

**8:30 a.m. – 12:30 p.m.**

Class Check In/Self Care

**Overview: Multiculturalism and Interpersonal Violence**

**PP on interpersonal violence world wide**

# **Beautiful: The Documentary 40 minutes**

# **The Danger of a Single Story (Ted Talk)**

# **Article -** Rethinking Battered Woman Syndrome: A Black Feminist Perspective

* [Allard, Sharon Angella](javascript:__doLinkPostBack('','ss~~AR%20%22Allard%2C%20Sharon%20Angella%22%7C%7Csl~~rl','');) (2010). *Rethinking Battered Woman Syndrome: A Black Feminist Perspective*. In Domestic violence at the margins: Readings on race, class, gender, and culture. Sokoloff, Natalie J. (Ed.); Pratt, Christina (Ed.); pp. 194-205. Piscataway, NJ, US: Rutgers University Press, 2005. Xviii, 443 pp. Bussey, B. and Whipple, J.B. (2010). (handout and posted online)

Discussion small groups

Overview: Impact on Children

Slide show

Divide into groups for groups presentations

**Reading Assignment for 1st Intensive Session:**

* Walker, L.E. (2005) *The battered woman*. In R.K. Bergen, J. L. Edelson, & Renzetti, C.M. (Eds). *Violence against women: Classic papers*. Boston, MA: Pearson.
* Cramer, E. P*.* ***Errata: Unintended Consequences of Constructing Criminal Justice as a Dominant Paradigm in Understanding and Intervening* in Intimate Partner Violence** Women's Studies Quarterly, Vol. 33, No. 1/2, Women and Sports (Spring – Summer, 2005). pp. 271-289

* [Allard, S. A.](javascript:__doLinkPostBack('','ss~~AR%20%22Allard%2C%20Sharon%20Angella%22%7C%7Csl~~rl','');" \o "Search for Allard, Sharon Angella) (2010). *Rethinking Battered Woman Syndrome: A Black Feminist Perspective*. In Domestic violence at the margins: Readings on race, class, gender, and culture. Sokoloff, Natalie J. (Ed.); Pratt, Christina (Ed.); pp. 194-205. Piscataway, NJ, US: Rutgers University Press, 2005. Xviii, 443 pp. Bussey, B. and Whipple, J.B. (2010).
* Stevens Sullivan, B. (1989). Psychotherapy grounded in the feminine principle. Wilmette, IL: Chiron. *Read pp. 1-109*.

**On Line January 12 – May 12, 2017**

**Additional readings may be assigned throughout the course**

1. **January 12 – 25; Theoretical and methodological issues in researching violence against women**
2. **January 26- February 8; Rape and Sexual Assault**
3. **February 9-22; Intimate partner violence**
4. **February 23- March 8; Interpersonal Violence at Work and School**
5. **March 9-29 – Sexual Victimization of Elderly/ Impact on Children**
6. **March 30 – April 12; Human Trafficking and global implications**
7. **April 13-26; Programs that work**
8. **April 27- May 12; Presentations of Group work**

**(Spring Break March 19-25)**

**Suggested Reading and Resources\***

* Hermann, J. (2000) Trauma and recovery: The aftermath of violence--from domestic abuse to political terror. Basic Books.
* Deer, S.; Clairmont, B.; Martell, C.A.; and White Eagle, M.L. (Eds). 2008. Sharing our stories of survival: Native women surviving violence. Lanham, MD: AltaMira Press.
* Sokoloff, N. et al. (2005) Domestic violence at the margins: Readings on race, class, gender and culture. New Brunswick, NJ: Rutgers University Press
* Lijtmaer, Ruth, M. *Countertransference and Ethnicity: The Analyst's Psychic Changes* in Journal of the American Academy of Psychoanalysis, 00903604, January 1, 2001, Vol. 29, Issue 1
* Briere, J., Scott, C., Janelle, J. (2012). Principles of trauma therapy: A guide to symptoms, evaluation and treatment. 2nd Ed. Sage Publications.
* Pence, E.; Dasgupta, S. (2006). *Re-Examining ‘battering’: Are all acts of violence against intimate partners the same?* Praxis International.
* Kimbles, S. L. *The Cultural Complex and the Myth of Invisibility* in Singer, T. and Kirsch, T. (2000). The vision thing. New York: Routledge.

\*Additional Readings may be assigned and provided as handouts during class.

**Basis for Final Grade**

Students will be evaluated on the basis of the following factors = 100 points:

* 20 points: Attendance and class/online participation
* 5 points each (Total 10 points): Two pre-1st Intensive Session Reflection papers
* 20 points: Quizzes on line (4 worth 5 pts each)
* 20 points: Paper project; elements needed in development of client services for one of the topic areas. (Rubric to be posted)
* 30 points: Final Group Project

**Specifications and Due Dates**

Papers and Other Written Contributions to Class: All written work must reflect independent thought and be well-written and logically persuasive, in addition to being well-informed. All papers must meet academic and professional standards for form and substance.  All papers must also cite references from appropriate literature. Adhere to citation guidelines as detailed in the Publication Manual of the American Psychological Association (6th Ed.). Demonstrate acceptable use of the English language with attention to punctuation, grammar, spelling, etc., in all written submissions.  Please proofread prior to submission.

* During the Intensive Sessions as well as online via Canvas, **attendance and class participation** are expected. (20 points)
* **Two Reflection Papers** submitted electronically to instructor via email ([barbaflood@gmail.com](mailto:barbaflood@gmail.com)) **by January 5th 11:59 PM**. Students should also bring a paper copy of the following two Reflection Papers to class. (5 points each)

1. Interpersonal Violence Self-Reflection:

Reflect on when you first learned of or heard about someone you know who experienced any form of interpersonal violence and the impact this had on you.

Write (type) a 3-5 page reflection paper (your thoughts, opinions, and feelings) and bring a hard copy to 1st In-Person Session January 7 (See Policy Section (below) for policy on self-disclosure. Only disclose as much personal information as you feel comfortable with sharing.)

1. Cycle of Violence Reflection Paper: 3-5 page Paper on the cycle of violence and how institutions enable this cycle.

Sources:

* Chapter one to three - It **Could Happen to Anyone**
* Walker, L.E. (2005) *The battered woman*. In R.K. Bergen, J. L. Edelson, & Renzetti, C.M. (Eds). *Violence against women: Classic papers*. Boston, MA: Pearson. (Chapter 15 – handout)

Rethinking Battered Woman Syndrome: A Black Feminist Perspective. [Allard, Sharon Angella](javascript:__doLinkPostBack('','ss~~AR%20%22Allard%2C%20Sharon%20Angella%22%7C%7Csl~~rl','');). [Domestic violence at the margins: Readings on race, class, gender, and culture.](javascript:__doLinkPostBack('','ss~~AN%20%222005-08381-000%22%7C%7Csl~~rl','');) Sokoloff, Natalie J. (Ed.); Pratt, Christina (Ed.); pp. 194-205. Piscataway, NJ, US: Rutgers University Press, 2005. xviii, 443 pp. Bussey, B. and Whipple, J.B. (2010).

* Paper project; elements needed in development of client services for one of the topic areas. (Rubric to be posted) (20 points)
* **Final Class Group Project** (30 points) (Rubric to be posted) (30 points)

**Specific Grading Policies of SPA**

Grades offered in SPA courses (except internship and thesis) are based on an A to F scale, with each letter grade representing the following standard narrative description:

A = Work beyond the level of a typical graduate student; exemplary work. (An A equals 4 grade points, an A- equals 3.7 points; there is no A+ grade.)

B = Work typical of a graduate student; indicates student has attained the knowledge and skills intended for the course. (A B+ equals 3.3, a B equals 3.0., and a B- equals 2.7 points.)

C = Performance is below graduate-level expectations. (A C+ earns 2.3 grade points, a C yields 2.0).

D = Substandard performance in all aspects of the work of the course; inadequate comprehension of assigned reading material. (D equals 1.0 grade point).

F = Level of performance demonstrably below that expected of a graduate student; little or no indication that the student can succeed in a graduate program.

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| --- | --- |
| **Grading Scale (points or %)** | |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 60-63 | D- |
| 0 - 59 | F |

Definition of Class Letter Grade Scale:

**A**

Demonstrates outstanding verbal and written ability

Demonstrates preparation for class by discussing readings

Independently explores additional readings, activities, and resources and shares these in class

Shows critical thinking, insight and ability to integrate course material

Shows a keen grasp and creative application of the key points and thesis of the course

Participates actively in class

Fully attends classes and participates in class discussions

Meets course deadlines

**B**

Demonstrates good verbal, written and independent thinking ability

Shows initiative by fulfilling more than basic course requirements

Shows ability for the application of the key points and thesis of the course

Attends class regularly and participates in class discussions

Meets course deadlines

Demonstrates an understanding of course materials

Fulfills basic course requirements

**C**

Attends class inconsistently

Does not meet all course deadlines

Demonstrates average verbal, written and critical thinking ability

Limited ability to illustrate or apply understanding of key points and thesis of the course

Fails to fulfill basic requirements

**D**

Fails to fulfill basic requirements

Demonstrates below average competency in coursework

Inadequate verbal and/or written ability

Unprepared for classes

Does not participate in class discussions

Does not meet course deadlines

**F**

Demonstrates unsatisfactory preparation, application or completion of course requirements

Fails to meet any course deadlines

Does not participate in class discussions

Inability to apply key points or thesis of class to assignments

Fails to fulfill basic requirements

**Grade Dissemination**

Papers, quizzes, and examinations will be distributed in a class session. I will announce when papers, quizzes, and examinations will be available and due on line.

CU Denver utilizes web grading which is accessed through UCDAccess. All web grading information can be found at www.ucdenver.edu/student-services/resources/registrar/faculty-staff/

**Course Policies**

**Course Communication**: This syllabus is subject to change.  Any changes made to the syllabus or in class assignments will be posted in the Course Home section of the website under “Announcements” and occasionally may be sent to you by email.  It is your responsibility to login into the course and check regularly for course updates.  You are also responsible for providing and maintaining the instructor a current email account. Please check your email frequently for any messages, including assignments and schedule changes, sent via email. Graded student work will be returned electronically and/or during in-person sessions.

**Email:** Please communicate with me via email when possible. I will respond to student emails (using university assigned student email address, which must be included in your email to me) during weekdays within one working day. I am happy to schedule telephone appointments. *When possible*, I will respond to weekend emails before Monday morning.

**Laptop, Mobile, and Other Classroom Device Usage:** Laptops may be used during class; however, no video or recording may be conducted by students at any time for any reason. Given the sensitive nature of the content of this course, the fact that victim-survivors may be participating in the class, and the victimization and exploitation that many victim-survivors experience related to video, photos, and recordings of their bodies and lives, please be respectful and do not use mobile, laptop, photography, or recording devices during class.

**Mobile devices** must be silenced during all classroom meetings. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment.

**Library-supplied Online Databases and Collections.** For research data and other readings, the Auraria Campus Library, online internet resources, and other databases are allowable resources to use for projects and papers. Library subject expert web page: <http://library.auraria.edu/services/researchhelp/specialists>.

**Writing Center:** <http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>

**Campus Assessment, Response & Evaluation (CARE)**

The Campus Assessment, Response & Evaluation (CARE) Team has been created at the University of Colorado Denver I Anschutz Medical Campus to address the health and safety needs of students as well as the campus community. The purpose of the team is to assess whether individuals pose a risk to themselves or others and to intervene when necessary and, more generally, to identify and provide assistance to those in need. The team takes a preventive approach to risk assessment by offering resources, referrals, and support to both the concerning individual and those impacted by their behavior. You can access more information about CARE at http://www.ucdenver.edu/CARE

**Religious Observances:** Please notify me in advance by email if you will miss an in-person class to observe a holy day of your religious faith.

**Late Arrivals:** Given our brief in-person time together as well as out of courtesy to each other as well as the sensitive nature of the real-life experiences of domestic violence; students are expected to arrive on time, return in a timely manner from breaks, and stay until the end of in-person class sessions.

**Student Code of Conduct:** Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook at— http://www.ucdenver.edu/faculty\_staff/faculty/center-for-faculty-development/Documents/academic\_honesty.pdf

Plagiarism is the use of another person’s ideas or words without acknowledgement. The incorporation of another person’s work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word-for-word copying of another person’s ideas or words; the “mosaic” (interspersing your own words here and there while, in essence, copying another’s work); the paraphrase (the rewriting of another’s work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another’s work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another’s work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another’s work as one’s own.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another’s act(s) of academic dishonesty.

Multiple submissions involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor’s authorization.

**Academic Honesty:**  As members of the University of Colorado Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct in completing all forms of academic work at the university. Plagiarism is the use of another person’s distinctive ideas or words without acknowledgement. The incorporation of another person’s work into one’s own requires appropriate identification and acknowledgment, regardless of the means of appropriation. SPA students are responsible for being attentive to or observant of campus policies about academic honesty as stated in the University’s Student Conduct Code.

* + See the University of Colorado Denver Academic Honesty Code for more detailed information<http://thunder1.cudenver.edu/studentlife/studentlife/discipline.html>.  Students in this course are responsible for knowing and following the Student Code of Conduct for this University. Any assignment submitted for this course that shows evidence of plagiarism or cheating will result in a failing grade on that assignment, and any such case will be referred to SPA administration for further action.

**Academic Freedom:** <http://www.ucdenver.edu/policy/pages/academic-Freedom.aspx>

**Class/Online Participation/Behavior**: Students will come to class and online discussions having read the assigned readings and prepared for discussion and critical analysis. Critical analysis means that student will (a) identify the major points of the author(s); (b) compare and contrast the views presented by different authors on the same topic; (c) be prepared to provide their own analyses and critiques of the readings; and (d) derive the implications of readings for knowledge-based advanced practice. Be sure to bring the assigned readings and your notes to in person intensives. All students are expected to comport themselves in the manner of adult learners and are not to interfere with or undermine the learning opportunities of their fellow students.

**Self - disclosure:** Assignments and class discussions, which offer the opportunity for self-disclosure, may generate anxiety. There is no requirement that you disclose your personal history and your grade will not be affected by your decisions not to disclose. An alternative activity will be planned in lieu of the disclosure. It is, however, important to note that these disclosures may offer opportunities to expand how you understand human behavior and that anxiety is often a prerequisite for personal transformation.

**Attendance:** Students are expected to attend classes consistently, participate actively, and submit papers and other assignments at the time specified by the instructors. Students who are repeatedly absent from classes and/or online discussions will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course. A student who is absent from class is responsible for obtaining knowledge of what happened in class.

**UC Denver Student Attendance and Absences Policy:** http://www.ucdenver.edu/faculty\_staff/employees/policies/Policies%20Library/OAA/StudentAttendance.pdf

**Late Work Policy:** Late work will be penalized one-third of the assigned letter grade for each day it is late (for example, one third reduction represents moving from a B to a B-). Papers/Essays will not be accepted if overdue by more than seven days. If you cannot turn in an assignment by the deadline, you must notify the instructor *prior to the deadline*. Excuses and accommodations for late work will be accepted at the discretion of the instructor and only prior to the assignment’s deadline. Assignments are due (must be posted) on their due date. There are no make-ups for in-class writing, quizzes, the midterm, or the final exam.

**Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Rewrite/Resubmit Policy**: No rewrites/resubmissions of papers, quizzes, or tests.

Grade Appeal Policy: <http://www.ucdenver.edu/policy/Documents/Process-for-Grade-Issues.pdf>

**Group Work Policy**: Provide specifics about your policy on group work.

Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed, and everyone receives this score. However, that number is only 70% of your grade for this project. The final 30% is individual, and refers to a) your teamwork. (Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions.) and b) everyone must submit an individual essay (rubric to be posted). Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

**Special Accommodation**: Contact the instructor for specific guidance concerning any issues that arise concerning class participation, late work, missed work, extensions on assignments, government duty, or academic accommodations for students with academic disabilities; the general course policy is for the instructor to resolve these and other issues case by case in a manner that is consistent with University policies.

**Disability Access:** The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in North Classroom 2514, Phone: 303-556-3450, TTY: 303-556-4766, Fax: 303-556-4771. I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter.

[DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.]

**Accommodations:** <http://www.ucdenver.edu/student-services/resources/disability-resources-services/accommodations/Pages/accommodations.aspx>

**Discrimination and Harassment Policy and Procedures** http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/StudentAffairs/UniversityLife/sexualmisconduct/DenverPolices/Pages/DenverWelcome.aspx

**Student Code of Conduct** <http://www.ucdenver.edu/life/services/standards/students/pages/default.aspx>

**Family Educational Rights and Privacy Act (FERPA)** <http://www.ucdenver.edu/student-services/resources/registrar/students/policies/Pages/StudentPrivacy.aspx>